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ANNUAL MEETING

The thirteenth annual meeting of the Association was held at the University of Pennsylvania December 31, 1926, and January 1, 1927, in connection with convocation week of the American Association for the Advancement of Science. One hundred forty-seven delegates were registered from 82 institutions.

ANTI-ÉVOLUTION LEGISLATION.—There was much interesting discussion of several important subjects, particularly of the present status of freedom of teaching with special reference to the theory of evolution, the selection and retention of undergraduates, and methods of stimulating activity in the local chapters of the Association.

The President, at the opening session, invited information and comments from delegates representing several states where there had been difficulty in preserving freedom of teaching. The responses were frank and very interesting.

The report of Committee M, Freedom of Teaching in Science, which occasioned this discussion was as follows:

Committee M, Freedom of Teaching in Science.—Since the last report of our Committee on Freedom of Teaching in Science, another state, Mississippi, has passed a law prohibiting the teaching of the doctrine of evolution in state supported schools. The statute is similar to the one passed in Tennessee. Another proposed statute to the same effect was introduced into the legislature in Louisiana, but after considerable debate failed to carry. A similar law is drawn up ready for presentation to the legislature in Arkansas, when it meets in January, 1927. Textbooks have been modified by state authorities in Texas so as to eliminate matters on evolution which are deemed unsafe for youthful minds. Elsewhere organized groups are active in the endeavor to have their peculiar beliefs protected by laws which make it a crime punishable by fine or imprisonment, or both, to teach scientific theories which are deemed inconsistent with these beliefs.

Copies of the 1924 statement of Committee M have been distributed to legislators in Louisiana and Arkansas, and it is planned to distribute copies of the Report wherever legislation affecting freedom of teaching is threatened. How much good will be done by this means is uncertain. In a few cases the Report, if it happens to be

read at all, may call attention to a few aspects of the subject which legislators apparently have not considered. The Chairman will be grateful if members of the Association inform him concerning any impending legislation bearing on freedom of teaching which may be proposed in any of the states.

S. J. HOLMES, *Chairman.*

In the discussion following a delegate from Texas pointed out that the state textbook commission had, without any authority from the legislature, required the omission of all references to "evolution" from books authorized by it, for use in schools supported by public funds in the state. He stated, however, that despite this, evolution under the name of "development" is being taught at the state university and in the high schools in at least one leading city.

A delegate from Georgia reported the failure of two attempts to secure the passage by the legislature of that state of a law against the teaching of evolution, and quoted a legislator's remark that "all the books that anyone needs are the Bible and an almanac" as an example of the attitude of some of the opponents of freedom of teaching.

Two delegates from North Dakota spoke of an anti-evolution bill introduced this winter in the state legislature as sponsored by an organization endeavoring to secure similar legislation this year in at least seventeen states. One of them remarked "Our eastern friends don't seem to realize that anti-evolution is being financed there. We are reliably informed that the funds for this came from Boston and New York."

Professor Lovejoy described the past and present attitude of the Association in this matter as too "professorial." He urged the adoption of a motion, which was carried:

That this association take the initiative in bringing about a more effective cooperation between all groups or organizations interested in opposing legislative restriction on freedom of teaching in State-supported institutions and in defending the principle of the separation of Church and State in educational matters.

It was also *voted* that the council be authorized to investigate the legality of the censorship of textbooks as practised by the Texas state textbook commission.

The Friday afternoon session was occupied with the presentation of several reports from Committee G, on Methods of Increasing

the Intellectual Interests and Raising the Intellectual Standards of Undergraduates. Chairman E. H. Wilkins, Chicago, made an introductory statement in regard to the general program of the committee and the place of the present reports in it.

Professor C. E. Seashore, University of Iowa, presented the report of the sub-committee on Sectioning on the Basis of Ability (see February-March, 1926, *Bulletin*), Professor Wilkins, the report on Intercollegiate Football (see April, 1926, *Bulletin*), and Professor H. H. Bender, Princeton, the report on Selection, Retention, and Promotion of Undergraduates (see October, 1926, *Bulletin*).

In the discussion of the report on Selection, Retention, and Promotion of Undergraduates, Professor Bender emphasized the following considerations: "that academic promotion, whether into college or through college, should be entirely a matter of competitive selection; that the indifferent meeting of minimum requirements should not cover the case; that the colleges are seriously handicapped by the presence and the laborious teaching of too many students whose sole qualification is the desire to have college experience, college associations, and a college degree, if it doesn't require too much effort.

"The average college sets up minimum entrance requirements and minimum requirements for promotion, and lets it go at that. There is no real selection, on the one hand, and on the other hand, there is no denial that there is such a thing as an aristocracy of mind and of personal achievement. But while this covers perhaps most of the case, it does not cover all of it. There are educators, many of them, who insist that all who want to go to college should be permitted to do so, with almost negligible exceptions; that the purpose of the entire educational system is to increase the average amount of education acquired by the whole people.

"Most colleges do not, I believe, have at present any limitation of enrolment, although the number of such institutions is steadily growing. The Committee suggests that a definite and announced limitation of enrolment and a consciously competitive, selective system of admission and promotion would, if it were universally adopted, be of enormous benefit to American education. These two go hand in hand and they would almost automatically bring with them some of the other things recommended by the Committee: abolition of entrance conditions, increased dependence upon competitive examinations, a thorough trial but a single trial

for each student in college, and a reduction to the minimum of the number of special students and transferred students. From the side of educational theory and apart from the special, largely legal, problem of the state universities, there is, it seems to me, only one possible objection to this program. I do not count the argument of democracy. The other prizes of life are awarded, so far as may be, on a basis of merit and competition. Any other principle in education is sentimental, unethical, and, in the long run, fatal. But there is one argument that must be taken seriously. That is that if a college have 1000 moderately qualified applicants and can admit, with present capacity only 500, then the college should expand its capacity to meet the demand. And of course this means, or should mean, that the quality of the instruction is not to suffer by reason of the expansion.

"To this the first answer is that indefinite expansion is impossible.

"What usually happens, what actually has happened at most colleges in the past decade, is something like this: first, classes creep up in size, from fifteen to twenty, thirty, forty, or more. With large classes made up of good, bad, and indifferent students, the quality of the teaching declines. Neither the instructor nor the institution is willing to take the responsibility of failing a quarter or a third of the class, as it probably deserves. Teaching and progress are accommodated to the lowest quarter of the class and the highest quarter is bored. Numbers continue to increase faster than revenue and certain courses change, let us say, from two classes and one lecture a week to two lectures and one class, and so additional teaching hours are released. If the institution has a tutorial or preceptorial system with small groups of students, it is abandoned in certain courses. But the flood of students continues.

"So far we have got along with crowded classrooms and laboratories, with teaching schedules and administrative duties so heavy that it is possible for a good college to live five or ten years without making a single serious contribution to the sum of human knowledge. For the scholar this means frustration and a living death. Finally the staff must be increased, but the increases are nearly all in the lowest rank: inexperienced and inexpensive teachers, immature scholars, part-time graduate students, college graduates of the year before. A student may easily go to the junior year without more than casual contact with any master of his subject."

In the discussion following Professor Bender's remarks Professor

Lovejoy asked for expression of opinion about the proposal being considered at Johns Hopkins to discontinue giving the bachelor's degree there and to accept candidates for M.A. and Ph.D. degrees on the basis of two years college work.

Professor W. B. Munro, Harvard, emphasized the importance of improving the quality of instruction of freshmen. In regard to the junior colleges as a remedy he predicted that whether we liked it educationally or not "it will spread all over this country in every state that has a state university, because it seems to me to be the only solution of our problem as represented by the expanding enrolment of the state institutions. I think we ought to make a distinction, however, and not regard the scheme as educationally beneficial, simply because in many ways it affords a door of relief to the increasing item of education in the budget of the state."

Local Chapters.—An interesting discussion of the activity of some local chapters and the inactivity of others was introduced by the reading of a letter from the president of a chapter in a large state university, describing the familiar difficulties of maintaining active interest.

President Semple related his experience at the University of Cincinnati and reports of successful activity were presented by the delegates from Syracuse, Boston University, the College of the City of New York, and the University of Toledo; all, it will be noted, located in cities of considerable size. The discussion brought out a number of interesting details of successful and unsuccessful methods already tried by various chapters.

It was *voted* that a new temporary committee on local chapters be appointed to report to the next annual meeting on methods to be used in maintaining activity in local chapters of the Association.

Committee Reports of Progress were presented as follows:

Committee L (Cooperation with Latin-American Universities to Promote Exchange Professorships and Fellowships) by Professor H. T. Collings of the University of Pennsylvania (see page 84).

Committee N (Student Health) by the chairman, Professor J. E. Raycroft, of Princeton University.

Committee R (Encouragement of University Research) by the chairman, Professor W. A. Oldfather, University of Illinois (see page 88).

On recommendation of Committee I, the following resolutions were adopted:

The American Association of University Professors, having been informed that one of the Committees of the Bolivarian Congress held at Panama in June, 1926, adopted a resolution recommending that translations be made of representative works of history from each of the American Republics and that these be published in the form of an historical series, expresses its hearty approval of this plan as tending to bring about a better mutual understanding between the youth of the United States and the Latin-American Republics.

The American Association of University Professors of the United States, assembled at its annual meeting, sends its most cordial greetings to the officials and professors of the universities in the other American Republics and expresses the hope that during the coming year closer intellectual relations may be established between their respective institutions.

The Secretary presented brief reports of Committee A (Academic Freedom and Tenure), C (International Relations), D (Relation of Vocational to General Higher Education), M (Freedom of Teaching in Science), O (Income Tax Questions) and Copyright Legislation.

Mr. D. A. Robertson reported on recent work of the American Council on Education.

The Secretary having presented a recommendation from the Council in regard to the resolution reported from the Washington conference on Academic Freedom and Tenure it was *voted* after discussion to adopt the recommendation as follows:

The Association hereby expresses its general approval of the resolutions adopted by the Washington conference on Academic Freedom and Tenure, and its desire to cooperate with the participating organizations in promoting the adoption and application of the principles and procedure indicated in the resolutions. It is understood that the resolutions are to be interpreted so far as this Association is concerned in the light of its previous declarations on Academic Freedom and Tenure (as contained in the *Bulletin* for December, 1922).

The report of the Nominating Committee having been presented, and additional nominations made from the floor, the ballot resulted in the election of the following:

Vice-president, J. S. P. Tatlock, English, Harvard.

For members of the Council (term ending January 1, 1930), Ernest Bernbaum, English, Illinois; R. M. Bird, Chemistry, Virginia;

Katherine Gallagher, History, Goucher; E. E. Hale, English, Union; E. R. Hedrick, Mathematics, California, So. Br.; Ernest Merritt, Physics, Cornell; H. J. Muller, Zoology, Texas; G. W. Stewart, Physics, University of Iowa; R. H. True, Botany, Pennsylvania; Karl Young, English, Yale.

For the term ending January 1, 1928.—F. M. Fling, History, Nebraska.

The following *Constitutional Amendments* recommended by the Council were adopted.

Article III of the Constitution, Section 3 to read:

The President, the Vice-President, and the elective members of the Council shall be elected by a majority vote of those present and voting at the annual meeting. The Secretary and the Treasurer shall be elected by the Council.

Article VIII, Section 1 to read:

A member who becomes ineligible for active membership by assuming duties wholly or mainly administrative may be elected by the Council to honorary membership.

On recommendation of the Council it was *voted* to authorize the President to appoint a Committee on Finance to arrange with the Treasurer for the permanent investment of surplus funds and to advise in regard to other related questions.

On motion it was *voted* to tender the cordial thanks of the Association to Dr. J. M. Cattell for his courtesy in recently distributing printed copies of a statement in regard to his relations with the trustees of Columbia University.

Professor Roswell H. Johnson for the Committee on Resolutions reported the following resolution which was unanimously adopted:

The American Association of University Professors assembled in its thirteenth annual meeting at Philadelphia, Pennsylvania, hereby expresses its appreciation and gratitude to the University of Pennsylvania and to the local committee on arrangements for hospitality and services rendered. The efficiency and industry of the chairman, Professor H. C. Richards, has contributed greatly to the success of the meeting.

ANNUAL DINNER.—The annual dinner, held Friday evening at the Benjamin Franklin Hotel, was attended by more than 80 members and guests in spite of conflicting engagements of New Year's eve. Interesting and stimulating addresses were made by Dean H. V.

Ames, University of Pennsylvania; President Frank Aydelotte, Swarthmore College; Dean H. E. Hawkes of Columbia University, and Dr. J. L. Myers of Oxford University.

Dean Ames spoke on Certain Tendencies in Graduate Education in America. He mentioned first the increase in graduate students and in the number of institutions for graduate work and expressed the hope that with this increase we may continue to give the student the individual attention which is so important to him.

"The second tendency, is the opening of more and more graduate schools to women. This raises the interesting question, how soon will the faculties of all these schools be open to women?

"A third development is the increase in the number of students who are candidates for the master's degree without having any intention of going on to procure the Ph.D. Most of these are men and women who wish to fit themselves for teaching rather than for research. Some of them are actuated not so much by love of their subjects as by desire for 'points,' a desire fostered by the constant raising of the requirements for high school teaching."

The fourth tendency of which Dean Ames spoke is the "worship of the Ph.D." "The false status of the Ph.D.," he said, "is the fault largely of university presidents. In selecting a new member of their faculties they do not ask first, is this man a good teacher, but has he a doctor's degree or is he a candidate for one?"

"The fifth tendency, the growing emphasis on research, seems to me a hopeful one. The university today has two functions, teaching and research, but we are more successful in fulfilling the first than the second. There is a great demand for teachers. There is a smaller but important demand for research workers. We should emphasize the importance of teaching but at the same time stress the importance of research."

President Aydelotte had been asked to speak on problems common to the Association of University Professors and the Association of American Colleges, but he found it imperative to limit those problems to one.

"The problem I should most like to see the two Associations discuss, is the enormous waste coming from the way in which we neglect our best students. You are all aware what a vast difference there is between the ability of our best and our worst students. It is not a mere proportion of 75 to 100; the difference is as great as 1 to 5, or 1 to 500. We need to make some such separation as

is made in England between honors men and pass men. The question must, however, be worked out on a national scale, not just by one or two institutions.

"What we should do for the good student is to give him not more work but harder work, work which requires more initiative and independence. How to develop those qualities is one of the great central problems of education. All our rewards at present are for docility. The teaching of good students demands a greater expenditure of time on the part of the teachers. How can we give our professors more time? One answer is that they should teach fewer hours. Compare the teaching schedule of any American professor with that of a professor in a European, and especially a continental, university. Our students are far too much inclined to feel that the only way to learn anything is to take a course in it.

"If we can develop initiative and independence in our students we shall take care of the problem of research. We find that the honors men who have graduated from Swarthmore are doing research on their own account. We do not find that a man is useful to us in teaching honor students unless he himself is interested in research. We Americans put far too much emphasis on the ability of a good teacher to teach any student anything. A student should be able to learn anything from any professor. I don't believe in the division of labor in the educational world. It tends to engender stupidity. We must remember that every teacher represents the whole institution to his students."

Dean Hawkes of Columbia spoke on the report recently published by President Hopkins of Wabash College in behalf of the Committee on Personnel Methods of the American Council on Education.¹ President Hopkins has made a survey of fourteen of the leading institutions in the country in regard to all types of questions having to do with their attention to the individual.

He has investigated first the selection and matriculation of students, considering such matters as psychological examinations, placement tests, and freshman week.

Next, personal service, such as advisory work, health, mental hygiene, vocational guidance, the work of placement bureaus, and so on.

Third, the curriculum and teaching, considering the selection of instructors, methods of teaching, and examinations.

¹ A brief abstract will be found on page 96.

And, fourth, research that is being done on the individual.

President Hopkins rated the institutions according to the excellence of the work they are doing on each point. He found that by far the highest ratings are on admission work. The poorest are those concerning teaching, and especially the selection of instructors.

"The report was published as a *Bulletin of the Educational Record* in October, 1926. You will find it full, not merely of interesting figures but of stimulating wisdom. A cooperative attack on the problem does not seem practical for the institutions differ so widely; some are excellent in some respects and some in others. The next step will be to get brief reports from those colleges and universities which are doing any of these things particularly well. In five or ten years we may know more about our students and may be able to save them part of the ten years which, it has been estimated, the average college graduate spends in finding his right niche."

Dr. J. L. Myers of Oxford, General Secretary of the British Association for the Advancement of Science, said that the discussions that evening had reminded him of the medieval disputes as to whether an archdeacon could be saved.

He had been impressed, he said, while attending the sessions of the Association by two things: "the fundamental similarity and the extraordinary difference in detail in educational problems in England and America, and the intense earnestness and systematic care which members of college faculties in the United States are devoting to the aims for which education exists."

He spoke of the British tutorial system under which the student goes to the university "to read with a master," to use the medieval phrase. The English tutor "has a profusion of children after the spirit" and his relation to them cuts across departments. "He is responsible not merely for a facet on the great crystal of knowledge, to keep it bright and to see that it sheds its lustre on the world around, but it is his function also to be *in loco parentis* to some young man."

REPORTS OF COMMITTEES.—The Secretary presented the following report from the Committee on Copyright Legislation:

The copyright committee begs to submit the following report:

The committee has conferred with Dr. Raney and the chairman has conferred with several members of Congress. It seems generally agreed that nothing will be done with regard to copyright legislation

in the present session of Congress; in the ordinary course of events, this legislation will not be taken up until the session beginning December, 1927. In view of this there would appear to be no necessity of immediate action. The committee, therefore, would recommend that it be continued, so that it may keep itself informed of subsequent developments.

The committee has considered the article in the *Library Journal* attacking Dr. Raney's position. It sees no reason to change the position of the Association as voiced by its representatives in the hearing in Congress: namely, that it is opposed to needless hampering of libraries and educational institutions by copyright restrictions on the importation of foreign books. The committee is highly gratified that through the efforts of Dr. Raney and others the mimeograph provision was adopted at the last session, making it possible for members of our Association and other scholars to copyright their literary productions in mimeographed form. It believes that Dr. Raney deserves the thanks of the Association for his work in this regard.

H. G. DOYLE, *Chairman*, George Washington University
JOHN C. FRENCH, Johns Hopkins University
LOUISE KELLEY, Goucher College.

Committee L, on Cooperation with Latin American Universities to Promote Exchange Professorships and Fellowships.—Statement prepared by Chairman L. S. Rowe and presented to the meeting by Professor H. T. Collings.

It may safely be affirmed that during the past year there has been a gratifying increase of interest in American university circles regarding intellectual relations with the universities of Latin America. It will be remembered that at its last meeting, this Association adopted a resolution on this subject recommending that American higher educational institutions consider the advisability of entering into arrangements for the interchange of professors, and of providing for Latin American students fellowships covering all necessary expenses, suggesting also that it would be desirable to have a foundation for Latin American fellowships permitting the holders to study in the university of their choice. The extent to which this idea has gained ground is shown by the fact that both the Association of American Universities and the National Association of State Universities adopted identical resolutions at their recent meetings.

The Association of Land-Grant Colleges voted to refer the question to its Executive Committee, and the matter is to come up before the Association of American Colleges at its meeting in January.

The Committee has not confined its attention, however, to educational associations. During the past year the Chairman has communicated with 408 institutions, of which 267 were universities, colleges and technical schools, and 141 were normal schools and teachers colleges. There has not been time to hear from a large number that were written to recently, but the responses so far show much interest in these proposals, even when for lack of funds it is impossible to accept them. As is natural, the state-supported institutions find it difficult or impossible to assign funds for fellowships, but some of them will grant teaching fellowships. A summary of the replies received is as follows:

Institutions offering full fellowships (that is, covering the principal expenses) reserved for Latin Americans, none; but one offered by an association.

Institutions offering full fellowships to *foreign* students regardless of nationality, 9.

Institutions offering teaching fellowships in the Spanish Department, 12, of which 10 are universities or colleges and 2 are normal schools.

Institutions offering partial fellowships that provide for more than tuition, and reserved for Latin Americans, 7, of which 1 is a normal school.

Institutions offering tuition scholarships, reserved for Latin Americans, 41, of which 1 is a normal school.

Summing up the scholarships and fellowships for which Latin Americans do not have to compete with American students, there is a total of 22 covering practically all expenses; 7 providing more than tuition, and 41 carrying tuition alone, or a total of 70. Although it will be noted that Latin American students do not yet enjoy anything like as favorable opportunities as Europeans, the outlook is distinctly better than last year. It is cheering to read such expressions of interest as the following: "With the concern which I have always felt for our relationship with the Latin American countries, it is almost exasperating to find that I can do so little to forward this strengthening of the intellectual relationships between the United States and our sister countries to the south. I cannot but feel that your work in this connection is most important and fraught with great possibilities."

The exchange of professors has not been taken up so widely, but was definitely suggested to about 50 institutions in order to get a cross-section of the general attitude on this question. Of the 27 replies so far received, 11 institutions are ready to entertain exchange proposals and the president of another is himself preparing to visit South America; 7 more are keenly interested in the plan and will consider ways and means; while 9, for financial or other reasons, see no prospects of effecting an arrangement.

Very lately preliminary inquiries were addressed to about 35 universities as to their willingness to enter into or extend existing arrangements for the exchange of publications with Latin American universities. All replies so far received have been favorable, except in the case of one institution which felt it had nothing suitable for exchange. The members of the Association are urged to inform the Chairman of this Committee concerning any university publications which would be especially valuable to Latin American universities, and which are available for exchange. He will also be glad to furnish to anyone having special reports or monographs to send out, a list of about 50 Latin American universities, 40 of which are publicly supported.

In order to inaugurate what is intended as an annual service of information to universities regarding visiting foreign professors who will be available for lectures or openings for such, fellowships, and similar matters, early in 1926 the Chairman of Committee I, sent a circular to all Latin American universities. Replies have been received in only a few cases, but these indicate a keen interest in the interchange of professors and a desire to receive students from the United States, but inability to grant scholarships for lack of funds. As has been announced in the December *News Bulletin* of the Institute of International Education, the National University of Mexico, whose Summer Session for Foreigners is well known, definitely offers to send professors in the fields of archaeology, anthropology, Latin American history, and institutions, Spanish language and literature, in exchange for those in the fields of biology, political science, economics, and sociology. It also offers four full exchange fellowships. Another Latin American country is endeavoring to establish a teaching fellowship in return for those offered in the United States.

At first sight it may appear that the fellowship exchange is one-sided, the burden being borne almost entirely by the United States. Two points should be kept in mind, however: first, that there are

some 900 Latin American students in our higher institutions to compete for the 70 scholarships and fellowships offered, while there are probably not a dozen American students in all the Latin American republics, exclusive of the Mexican Summer School, and Mexico—the only Latin American republic that has had any considerable number of American students—offers four fellowships. In any case tuition fees in the Latin American universities are very small. In the second place with the great need of each country to use in the development of its own educational and social welfare movements all the contributions that philanthropy can bestow, it is not to be expected for many years to come that these countries will supply fellowships on a scale commensurate with such aid in the United States, the richest nation on earth. Our educational institutions must continue to give attention to the problem, and private donors must be found who will either endow Latin American fellowships in individual institutions in which they are interested or contribute to a general foundation for the purpose. The Chairman of this Committee has approached a large number of wealthy individuals in this matter, and earnestly solicits your cooperation in bringing to his notice any who might become interested.

The matter of interchange with Mexico is in a class by itself, owing to the closeness and the importance of our relations. While a number of commendable efforts have been made by Americans, at the present time, Mexico is doing her full share in the development of intellectual contacts. For six years her University Summer School has provided special facilities for American students and teachers of Spanish, and an exchange of professors has been initiated. Your attention is therefore directed especially to the Mexican offer of exchange professorships and fellowships referred to above, and you are urged to make these widely known in order that advantage may be taken of them. Now is precisely the time when the intellectual forces of our respective nations should bend every effort toward closer relations. Let us freely trade our best product for the best that Mexico is so generously offering.

The interchange of professors between countries having a different language admittedly presents problems somewhat difficult of solution. For this reason the Chairman will welcome from any member of the Association information as to the working of such exchanges in the institution with which he is connected.

Last June an important Pan-American gathering of a cultural

nature was held at Panama—the Centennial of the Bolivar Congress of 1826. The Association of University Professors was represented by Professor N. Andrew N. Cleven of the University of Pittsburgh and Professor Edith Fahnestock of Vassar College. Professor Harry T. Collings of the University of Pennsylvania was also present. Your attention is directed to the very interesting report by Professor Cleven published in the November *Bulletin*, and especially to the suggestion for the creation of a Bolivarian Series of Historical Publications, comprising the best historical works in Pan America. The Chairman of Committee L respectfully suggests that the Association endorse this plan in principle.

The report made by Miss Fahnestock, who attended not only the Centennial Congress but a Woman's Conference held simultaneously, points out that, while there are differences of opinion as to the political interpretation of Pan Americanism, in matters of education and social welfare much is to be gained by closer co-operation. She states: "I cannot emphasize too strongly my belief that more ought to be done in this country for the building up of a better mutual understanding" and goes on to urge, as tending to accomplish this, increasing emphasis on courses in Spanish and Portuguese, Latin American history and literature, the encouraging of our students to visit the Latin American countries, and the speedy carrying out of the now famous resolutions on the promotion of exchange professorships and fellowships.

In conclusion the Chairman begs to state that in his second annual circular to Latin American universities, to be sent out early in January, he will make known all opportunities along these lines that are offered in the United States, and for this purpose he desires to learn of any American professors who are planning to visit Latin America during the next year or two. It would also gratify him to be able to transmit to the officials and professors of the 50 Latin American universities, a greeting from the American Association of University Professors assembled in its annual meeting.

L. S. ROWE, *Chairman, Committee L.*

Committee R, Encouragement of University Research.—The Committee has not been able to prepare a final report for this meeting, but offers the following tentative statement of progress, accompanied with a request for assistance in its labors from the local chapters.

The Committee this past year has been considering the question

of what harmful effects, if any, to research within colleges and universities are being felt already, or may be anticipated in the near future, from the tendency to organize research and provide for its support through extra-academic foundations, societies, and industrial plants. Notice, please, that the Committee's concern has not been with the cause of research in general, which may or may not be markedly furthered in the long run, as undoubtedly it has been in the beginning, by this movement, since that is no proper sphere for the activity of this Committee, which is charged only with the "encouragement of university research."

There is no need to rehearse before this or any other academic audience the facts regarding the extraordinary course of events which during the past two decades or so, has put into the hands of foundations, societies, and industrial plants funds which must in the aggregate already surpass that portion of the income now controlled by universities and colleges which is available for the support of research, and which, unless something quite unforeseen happens in the near future, bids fair within our own life time to relegate the university and the college to an altogether secondary and almost negligible role in the inspiration and control of research.

Ours is a large and representative Committee, and it has not been possible in a few months to reach any unanimity of opinion regarding the weighty consequences to academically controlled research, which have been just suggested. It has seemed wise to us, therefore, to ask the assistance of the general Association, through the local chapters, in our further deliberations upon this subject, in discussing the numerous and complicated aspects of the problem, and in communicating to this Committee their opinions and findings.

Accordingly, without prejudice to the general problem, Committee R requests from the several local chapters their views regarding the following questions involved, or any others which may seem to the chapters to be pertinent:

1. Does it seem probable that the various foundations, societies, and industrial plants may, if they continue to grow as during the last quarter of a century, draw to themselves and away from the universities and colleges, sufficient numbers of scholars and scientists, as seriously to compromise the leading position in the promotion of research which our colleges and universities have hitherto held, and dry up as it were the stream at its source?

2. Might there be danger, in case it came to be generally felt,

not merely in the world of business and affairs but also among the administrators of colleges and universities, that for research one should naturally look to the foundations, societies, and industrial plants, that the colleges and universities would come to be regarded essentially as mere institutions of teaching and training, with the inevitable result, therefore, that the burdens of teaching and administration would be markedly increased for the individual instructor?

3. Does it seem probable that reduction in the amount of research conducted in the physical and natural sciences in the universities and colleges will entail a corresponding reduction of support for research in the humanistic subjects, without a compensating increase in such support from the side of extra-academic agencies?

4. What action or policy on the part of universities and colleges, if indeed any be feasible and likely to be effective, might be contemplated, which would seem likely to maintain and enhance the research function as one of the germane and essential purposes for which institutions of higher education exist?

For the convenience of those chapters which care to discuss the above or similar questions, a very brief list of pertinent recent literature is appended.

Speculum, 1 (1926), 5.

American Political Science Review, 19 (1925), 38-50.

Association of American Universities, 27 (1925), 60-72.

National Research Council Bulletin, Vol. 2, no. 9

Hearst's International Cosmopolitan, Sept., 1926, 35

Harvard Alumni Bulletin (Quoted in *Science*, 63 (1926), 403-4).

Science, 63 (1926), 158; 215-8; 272-3; 317; 321; 518.

School and Society, 23 (1926), 74.

W. A. OLDFATHER, *Chairman*, Committee R.

REPORT OF THE SECRETARY

During the past year the Secretary has conducted correspondence with other officers, committee chairmen, local chapters, and members. He has conducted Council business by correspondence and by a meeting of the Executive Committee at New York in May. He has had general charge of publicity and part of the responsibility for planning the annual meeting, and for representation of the Association in the American Council on Education, and in its committee on the University Union. The work of his office has been materially increased—with some gain in economy and efficiency—by combining with it that of the Treasurer's office.

The anticipated relief by organization of an editorial board for the *Bulletin* has been realized only to a limited extent through the cooperation of Professor Joseph Allen of the College of the City of New York, in the selection of material and in the reading of proof. It seems to the Secretary most important for the Association that the plan agreed upon last year should be carried out as promptly as possible by the organization of an editorial board which shall take the main responsibility for the management of the *Bulletin*.

The Secretary has also cooperated in working out a new plan for the committee on Academic Freedom and Academic Tenure which should facilitate the execution of its duties and avoid the serious delays which have occurred in recent years. The method adopted is outlined in the report of the Committee.

The 1926 edition of the *Bulletin* was 6900; paid subscriptions numbered 252, including 165 for administrative officers and trustees under the special provision for a reduced rate to local chapters. Eight letters were addressed to local chapters during the year, dealing with the following topics, among others: Report on Annual Meeting for 1925; Local Activity during Current Year; Topics Suggested by Local Chapters for Discussion; Items for Chapter Discussion by Committee L; Editorial Committee on Bulletin; Chapter Letter from the President "Increasing Local Activity and Membership;" Chapter Action in Election of New Members; Further Consideration of Resolutions Academic Freedom and Tenure Conference, Washington; Reasons for the Existence and Activity of Local Chapters.

The main matters of Council business are referred to in the report of the Council.

The present statistics of membership are as follows:

Active Membership January 1, 1926.....		
Deaths.....	28	5825
Resignations	148	
Membership Lapsed.....	133	
Transferred to Honorary Membership.....	8	317

		5508
Reinstated.....		25
Elected to Membership.....		544

Active Membership January 1, 1927.....		6077
Honorary.....	82	

REPORT OF THE COUNCIL

The Council held several sessions at the Annual Meeting of the Association in Chicago, December, 1925, and has conducted business during the year by letter and by a meeting of the Executive Committee, with nearby members of the Council, held in New York, May 8.

The principal matters dealt with during the year have been as follows: Election of Treasurer by Council; Discharge of Committee E; Chairman for Committee A; May Meeting; Increase of Membership; Committee Business.

Professor Joseph Mayer (Tufts) was appointed Treasurer in January, and has since conducted the duties of the office.

Professors Whitney (Vassar), Sampson (Cornell), Munro (Harvard), Lovett (Chicago), H. P. Ames (Pennsylvania) served with the officers as the Executive Committee of the Council.

Chairmen of Committees have been appointed as follows: Committee A, Academic Freedom and Academic Tenure, A. M. Kidd (Columbia University) on account of the resignation of Professor O. K. McMurray. Committee O, Income Tax, R. M. Haig (Columbia), succeeding T. S. Adams, resigned.

Committee Z, Economic Condition of the Profession, Professor J. H. Hollander (Johns Hopkins) chairman, succeeding C. C. Arbuthnot, resigned.

The Secretary was authorized to secure a legal adviser who should cooperate with his office and with the Chairman of Committee A.

The officers have been authorized to act for the Council in regard to the continuance of membership in case of termination of college or university work.

A list of institutions showing the number of members of the Association in comparison with the size of the staff has been circulated with the suggestion that members of the Council correspond with persons of their acquaintance with a view to stimulating nominations.

A list of institutions having seven or more members witho. * chapter organization has been circulated.

Eight members have been transferred to the honorary list.

REPORT OF THE TREASURER

The following statement of Income and Expenditures for the fiscal year ending November 30, 1926, and the accompanying Balance Sheet as of November 30, 1926, are submitted by the Treasurer, together with his comments thereon, as his Report for the year. The accounts of the Association have been duly audited by H. C. Pierce of Arlington, Mass., Auditor and Accountant, and have been found to accord with the statements submitted herewith.

STATEMENT OF INCOME AND EXPENDITURES

Balance in checking account, Dec. 1, 1925.....	\$5000.00
Add—Check drawn in 1925 but not cashed; not included in balance of \$2465.33 transferred from Citizens National Bank and Trust Co. to Harvard Trust Co.....	11.20
Add—Balance of Secretary's Revolving Fund for 1925—closed into checking account.....	124.88
Add—Balance of fund ascertained to be in hands of Ernest H. Wilkins—Committee G., as of December 1, 1925.....	344.46
	<hr/>
Total carried forward.....	\$5480.54

Income

Receipts from annual dues.....	\$17797.10	
Receipts from Life Membership dues....	136.26	See Contra.
Receipts from sales of Bulletins		
Paid in cash.....	783.28	
Ch'gd against Ch. Rebates.	107.00	890.28
Receipts from sales of Annual Meeting Reports		
Paid in cash.....	47.25	
Ch'gd against Ch. Rebates.	94.00	141.25
Interest rec'd on checking account....	132.25	
Interest rec'd on savings account.....	134.91	
Interest rec'd on Life Membership account.....	38.54	
Interest rec'd on Liberty Bonds.....	106.25	
Overpayment of dues.....	16.00	See Contra.
Returned from Revolving Fund.....	565.00	See Contra.
To close out Secretary's Revolving Fd..	300.00	See Contra.
	<hr/>	
TOTAL INCOME.....		\$20257.84

REPORT OF THE TREASURER

95

Expenditures

Bulletin.....	7096.69	
Secretary's Office.....	4737.30	
Treasurer's Office.....	995.34	
President's Office.....	3.75	
Committee Expenses		
Committee D.....	\$ 29.80	
Committee E.....	19.99	
Committee G.....	421.82	
Committee R.....	25.60	497.21
<hr/>		
Annual Meeting.....	1130.41	
Executive Committee.....	196.11	
Chapter Rebates		
Paid by checks.....	591.00	
Ch'gd for A. M. Reports		
and Bulletin Subs.....	201.00	792.00
American Council on Education and		
American Uni. Union in Europe....	143.50	
Legal Assistant.....	115.00	
Publicity.....	364.38	
Transferred to Life Membership account	136.26	See Contra.
Refund of Dues.....	16.00	See Contra.
Advanced to Secretary's Office.....	565.00	See Contra.
Adv. to maintain Secretary's Rev. Fund	300.00	See Contra.

TOTAL EXPENDITURES.....	<hr/>	\$17088.95
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NET INCOME FOR YEAR...		<hr/>	\$3168.89
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Total cash in checking account and in hands of Com-			
mittee G, November 30, 1926.....			<hr/>
			\$8649.43

JOSEPH MAYER, *Treasurer.*

NOTES AND ANNOUNCEMENTS

AMERICAN COUNCIL ON EDUCATION, PERSONNEL PROCEDURE IN EDUCATION.—The *Educational Record* contains as a supplement, the report of a study by Dr. L. B. Hopkins, of fourteen universities—Stanford, Iowa, Minnesota, Northwestern, Chicago, Michigan, Cornell, Syracuse, Dartmouth, Columbia, Yale, Harvard, Princeton, and North Carolina. The purpose of the investigation was to gain a more intimate knowledge of what types of personnel work are being done in these institutions, how the work fits into the general scheme of education, where it is leading, and what most needs doing.

"It has been evident that there were many different opinions as to what constitutes personnel work. The concept I have had before me has been that it means work having to do specifically with the individual. In education, one might question how this differs from the concept of education itself. I do not assume that it does differ. However, other factors constantly force themselves on the minds of those responsible for administration. In industry, it would be fair to say that management must concern itself with raw materials and output, with buildings and equipment, and with innumerable other items. So also in education, the administration is beset with many serious problems and certain of these problems become so acute at times that there is danger that they may be met and solved without sufficient consideration of their ultimate effect upon the individual student. One of the functions, therefore, of personnel administration in education is to bring to bear upon any educational problem the point of view which concerns itself primarily with the individual. Thus, in this particular as in all others, personnel work should remain consistent with the theory and purpose of education by tending constantly to emphasize the problem that underlies all other problems of education: namely, how the institution may best serve the individual.

"This concept of personnel work in education necessitated the preparation of a list of activities in which one might expect to find evidence of the influence of the personnel point of view on educational problems in any specific institution. Such a list might be so minute as to involve innumerable items, or so condensed as to be valueless. I have attempted in the list I have prepared for this study to select only the most important items, but at the same time to make the list sufficiently comprehensive, so that it may constitute a thorough-

going study of the work being done in this field. This has resulted in twenty items all of which are related to one another.

Part I, *Selection and Matriculation*, includes the following divisions:¹

- (1) Selective Process as Related to Admission of Students, 8, 2, 4.
- (2) Freshman Week, 3, 5, 6. (3) Psychological Tests, 6, 5, 3.
- (4) Placement Tests, 4, 2, 8.

Part II, *Personal Service*, includes the divisions: Faculty Advisers, 4, 6, 4. Other Organized Interviews, 3, 4, 7. Health Service, 4, 7, 3. Mental Hygiene Service, 5, 4, 5. Vocational Information, 3, 3, 8. Employment and Placement Service 1, 7, 6. Discipline Involving Administrative Action 4, 5, 5.

The following passages are quoted from the section on Discipline: "The administrative officer in charge of discipline should be an individual who is willing to learn, and capable of learning, what is involved in constructive disciplinary work and how it may be carried on to the advantage of the individual student. While it is entirely proper that the president, preferably, or the faculty, if necessary, should hold the administrative officer responsible for results, it is obvious that this officer once appointed should not be hampered by impossible rules or absurd restrictions. There is such a thing as a constructive disciplinary policy. Anyone who has had experience in the work will agree, I am sure, that it may be so carried on as to become one of the vital influences on the campus in shaping the character of individuals and of groups.

"In one institution there had obviously been a good deal of discussion on the pampering of athletes. In this connection, a member of the faculty committee, concerned with religious life on the campus, wrote to the chairman of the faculty committee on athletics, raising the question of the moral effect of this practice on the student body. The individual who brought this matter to my attention felt that it was interesting because of the fact that this faculty member, who was unquestionably seriously concerned about the moral situation as related to athletics, was not in the least disturbed, a few weeks later, over a faculty vote to expel a man from college for petty thieving. In fact, this faculty member voted for expulsion, while, according to my informant, there was a very general feeling among the student body that a great injustice had been done. Facts were subsequently disclosed which entirely supported the student opinion.

¹ In the following list of topics, the figures indicate respectively how many of the 14 institutions considered are actively concerned, moderately so, or not at all, in the topic in question.

"There is a general student opinion which is shared by a large number of men of affairs to the effect that the faculty employ the penalty of expulsion with no appreciation of the seriousness of its effect upon the individual for years afterward. Such cases as the one narrated above go far to warrant the student opinion that there is an element of unfairness in a great deal of faculty action.

"There are, in this group of institutions, several which have come to believe that a boy who is expelled from college is as likely to suffer permanently thereafter as is an individual who has the stigma of having served a jail sentence. At any rate, the administrators in these institutions are agreed that this penalty is too severe for the offense in all but the most flagrant cases of misdemeanor. In their efforts to safeguard the interests of the group and, at the same time, to deal fairly with the individual, they have adopted slightly different procedures. In one institution, the words 'expulsion,' 'suspension,' and 'probation' have been dropped so that there is no way for an outsider to discover the nature or degree of the offense for which an individual is under discipline. This institution is also particularly careful to protect the individual when business or professional organizations seek information concerning his college record."

Part III,¹ *Curriculum and Teaching* includes purposes and content of curriculum, 4, 7, 3; Selection of Instructors, 0, 5, 9; Methods of Instruction, 4, 3, 7; Objective Tests Supplementing Old-type Examinations, 3, 1, 10.

"My chief criticism, however, is not directed against the lack of any basis of selection, but rather against the inadequacy of the methods and the extreme flexibility which characterizes their use."

Part IV, *Research*, concerning teaching, 4, 3, 7; concerning the individual, 8, 2, 4.

Part V, *Coordination*, (a) in the college, 4, 3, 7; (b) in the institution, 2, 2, 10; (c) of outside agencies, 5, 4, 5.

Conclusion: "At no time has it been my intent in writing this report to develop a plan or to present a system but rather to define what it was I looked for in my visits to these fourteen institutions and what I found. I have also attempted to show the relationship of one piece of work to another and that there is a unity in the movement to individualize education. To me it seems obvious that neither in the selective process alone, nor personal service, nor

¹ The figures in the following paragraph indicate respectively the number of institutions actively interested, moderately interested, or not interested in the item in question.

curriculum, nor research, may we hope to find anything approaching an ultimate solution of all the problems of the college. I do not assume that the concept of coordination alone is going to eliminate these problems. It is my honest conviction, however, that, in so far as we can discover better methods for coordinating the various phases of education discussed in this report, we shall contribute to the effectiveness of the work that has been entrusted to the American college."

Educational Record, October, 1926.

Third Congress of British Universities.—Leonard A. Klinck, president of the University of British Columbia, presented a paper in which he explained the relations of universities and states in Canada. State universities, he said, were supported by appropriations from the provincial legislatures, by student fees, and by state and private endowments. State support presupposed a measure of state control, but while state control of education always implied danger of political interference, a danger also that *academic freedom* might be in a measure curtailed, political interference in university affairs in Canada had not, for decades, been such as to leave the state universities open to the suspicion of being less independent than privately supported institutions. The fact was that, whether the source of revenue be public or private, universities could not claim for themselves complete freedom of action in formulating and carrying out their policies. The policies of state and endowed universities alike are open to challenge and criticism; but it could not be said that the governors of a state university in Canada were any more liable to be dictated to by the legislature than the governing board of an endowed institution is liable to be dictated to by *private benefactors*.

At later sessions there was discussion of cooperation and research throughout the empire, and an account by Professor MacKenzie of the University of Pennsylvania—How a Canadian and an American University Organized the Health Program of Students. Also a discussion of the actual working of the scheme for the Ph.D. degree. Professor F. E. Weiss, Professor of Botany, in the University of Manchester and formerly at the head of the Association of University Teachers, expressed the opinion that research would have grown without the institution of the degree because of the war experience. He had been disappointed in the number of students received from abroad and feared the debasing of the older degrees.

The Association of University Teachers feared that the master's degree might become a sink for failed Ph.D.'s."

Educational Record, October, 1926.

NATIONAL STUDENT FEDERATION OF AMERICA.—The second annual congress held at the University of Michigan, December 2-4, was attended by 245 delegates from 194 colleges. The delegates divided into small groups for a number of topics, including the Honor System and Student Government, Athletics, Fraternities, Curriculum, Journalism, Debate, etc. The problems which were enumerated as those over which the student government might well extend its control included elections, freshmen regulations, social legislation, control or inauguration of new organizations and activities, superintendence of social activities and many other such fields, and it should also have judicial power to the extent of recommending expulsion. The control of athletic policy by student government was found to be impracticable in most large institutions because of the weight of detail connected with the work and the necessary continuity of policy from year to year. Whether a student council should extend its scope to the regulation of profit-making campus activities was a question on which no definite decision was reached, with the preponderance of sentiment in favor of such control in most instances. The committee on Fraternities felt that they were in general good institutions except for two serious faults: the overlooking of the value of scholarship and the politics at elections. In the first of these respects, the fraternities have recently been making an attempt to bring up their hitherto low standard of scholarship, but in the second, the state of affairs shows a great need for improvement. A small minority felt that fraternities were a standardizing influence which stifled individuality and brought the good down to the level of the poor.

Addresses were delivered by: Dr. Stephen P. Duggan, of the Institute of International Education, on A Comparison of European and American Universities; Professor Alexander Meiklejohn, of the University of Wisconsin; and President H. N. McCracken of Vassar College. Thirteen subscribers emphasized the importance of college graduates taking part in political affairs. President Little of the University of Michigan emphasized the failure of the curriculum and the corresponding failure of many instructors to further adequately the purposes of the liberal college. The Federa-

tion adopted a permanent constitution, established a news bureau at Princeton, appointed committees on travel, international relations, curriculum, speakers, and the foreign student in America. The next annual meeting is to be held at the University of Nebraska in early December.

Projects for 1927 include:

(a) The establishment of the National Student Federation of America as a repository of all information concerning activities affecting undergraduate life.

(b) Publication of pamphlets dealing with student interests, such as the honor system, limitation of enrolment, student travel, and faculty-student cooperation.

(c) Sending one hundred select students to European countries to familiarize themselves with methods and aims of European student life.

(d) Cooperation with The Open Road, Inc., in the organization of further student tours.

(e) The reception of foreign students in the United States.

(f) Extension of intercollegiate news service.

(g) Establishment of exchange scholarships with foreign students.

ASSOCIATION OF AMERICAN COLLEGES.—The November *Bulletin* contains a report on "Entrance to Colleges in Massachusetts, the Middle Atlantic, and the Southern States," based on information furnished for 15,389 students in 77 of the 79 universities and colleges belonging to the Association. Previous graduation from secondary schools appears in general to be properly emphasized by the colleges of the Middle States, as it was by the Southern Colleges in 1921. The question of school graduation was ignored in the case of nearly half of the students entering Massachusetts institutions in 1922—apparently because of emphasis on entrance examinations. In the Middle States only 996 students or 6.47 per cent of the whole were reported as not being graduates; 13,867 students, or 90.10 per cent, were reported as certainly being graduates; for 526 students, or 3.43 per cent, no information was reported on this subject. In 1920 the 125 higher institutions approved by the Association of American Universities in 1913 had an average requirement of 14.98 units, of which 46 per cent were prescribed, 44 per cent recommended, and 10 per cent free. In 1921, 46 Southern institutions had an average requirement of 15 units, of which 51.5 per cent were prescribed, 46 per cent recommended, and 2.5 per cent free.

In 1922, Massachusetts institutions had an average requirement of 15.5 units of which 44.5 per cent were prescribed, 40.1 per cent recommended, and 15.4 per cent free. The Middle States institutions therefore prescribe more units than Massachusetts but less than the South, have more alternates and electives than Massachusetts but less than the South, and give more than twice as much freedom as the South but less than half as much as Massachusetts. Science is rarely prescribed, except in the South; everywhere the units accepted in science exceeded both the prescription and recommendation. Conditioned and special students are comparatively limited in number in the Middle States. There were 2156 conditioned students, 14 per cent of the whole number. The Southern colleges conditioned one-fourth more of their students (17 per cent) in 1921, and Massachusetts conditioned one-half more (21 per cent) in 1922. There were, however, considerable variations among the Middle States institutions in this matter. Two conditioned half of their students, eight from one-third to one-half, seventeen from one-fifth to one-third, twenty from ten to twenty per cent, sixteen from one to ten, four less than one per cent, and nine entered all students without conditions.

A bibliography of the professional growth of faculty members by L. W. Bartlett includes the following divisions:

A, Administrative Factors Which Affect the Security and Freedom of the Faculty Member: (a) Appointment, promotion, dismissal, inbreeding, salary; (b) Academic Freedom; (c) Pensions; (d) Participation in details of administration.

B, Growth through Productive Research and Recognition of Teaching Ability: (a) Facilities for productive research; (b) Research and teaching; (c) Research fellowships (domestic).

C, Growth through Professional Service Outside the Institution and Contacts with Practical Affairs.

D, Growth through Travel, Sabbatical Leave, Exchange Professorships, and Fellowships for Foreign Study: (a) Travel; (b) Sabbatical leave; (c) Exchange professorships; (d) Fellowships for foreign study.

E, Growth through Supervision of the Work of the Staff Member.

F, Growth through Professional Organizations and Professional Publications.

CARNEGIE CORPORATION.—The annual report of President Keppel discusses the establishment of an American Association for Adult Education (referred to in a recent *Bulletin*), various measures taken for the promotion of college education in the arts, and plans for promoting the wise use of leisure time. "The farther one progresses in library service, in the place of the arts in American life, and in adult education, the clearer it becomes that the three are in effect separate but closely related attacks upon the same problem—the problem of the satisfactory use of leisure time."

"Instead of discussion as to the abstract merits of vocational studies *vs.* cultural, and expressions of distress that we have not more of the latter, what we really need are good local demonstrations of a balanced intellectual ration, and how the inhabitants thrive on it."

A summary of grants for 1925 and 1926 includes Library Service \$4,500,000, Fine Arts \$600,000, Educational Studies, research and publications, \$372,000, Adult Education \$342,000. There is interesting discussion of opportunities for the future activity of foundations with special purposes in the United States.

WORLD FEDERATION OF EDUCATION ASSOCIATIONS.—Announcement is made that the third general meeting and second biennial session will be held in Toronto, August 7-12 next. Reports are expected on International Athletics, Military Training, Textbooks, Cooperation for Peace, and Peaceful Means Used to Settle International Difficulties.

INTERNATIONAL INSTITUTE OF INTELLECTUAL COOPERATION.—There has been prepared under the auspices of the Institute a pamphlet of 124 pages of statistical information in regard to education and related intellectual interests in France. The tables for universities are preceded by a brief account of the organization of higher education in France and include for the different faculties the number of students (French and foreign) with an indication of their distribution among various programs of study. The foreign students number 6420, including Greece 290, Italy 358, Poland 274, Rumania 645, Great Britain 426, Russia 714, Switzerland 198, Yugoslavia 448, Czechoslovakia 124, Egypt 495, United States 358, China 369, etc.

A separate chapter deals with instruction in Fine Arts and with

technical and commercial instruction, also with libraries, theatres, and publications.

INSTITUTE OF INTERNATIONAL EDUCATION.—The *News Bulletin* of the Institute for December, 1926, announces correspondence with the ministry of public instruction in Mexico, looking toward the establishment of closer relations with higher institutions of the United States through appointment of American professors at the National University for summer courses, exchange fellowship during the year, and fellowships in each country for students from the other. This friendly gesture by the Mexican Government is a fine evidence of its desire to enter into closer cultural cooperation with the United States. It is sincerely to be hoped that these offers will not be permitted to remain unfilled. The Institute will be glad to be the intermediary for correspondence with the proper officials of the University of Mexico should any of the administrative authorities of our colleges and universities decide to consider establishing an exchange. There is also an announcement in regard to American and Swiss student exchange and a list of foreign lecturers and professors open for teaching positions in the summer.

INDUSTRIAL FELLOWSHIPS.—*American-Scandinavian Foundation*. Under the auspices of the foundation a group of thirty young men from Sweden, Norway, and Denmark are coming to the United States to study the practical aspects of American business and industrial methods. With the collaboration of commercial, industrial, and financial concerns here, the foundation has developed a plan to enable these students to see American business from the inside, and thus to satisfy what is said to be an almost universal wish of young men beginning commercial careers in the Scandinavian countries.

The industrial students will come to America to study banking, merchandising, manufacturing, public utilities, forestry, the paper and pulp industry, meat packing, and so forth. Eight or nine appointments each will be made in Denmark and Norway by committees representing the foundation there, and twelve or fourteen students will be sent from Sweden.

C. R. B. EDUCATIONAL FOUNDATION, INC.—The report for 1925 reviews the activities of the year and gives interesting information

in regard to the distribution of Belgian Fellows in the United States, and of Americans in Belgian institutions. The grants during the five years of the Foundation's existence aggregate more than 95,000,000 francs, the largest item being the building program of the University at Brussels. During the fiscal year ending September 30 last, 346 loans were made to undergraduate students in 13 Belgian institutions, besides aid furnished 33 students for study in European universities. Application by Americans for appointment as C. R. B. Fellows for study in Belgium should be addressed to C. R. B., Educational Foundation, 42 Broadway, New York City. Fellows during 1925-1926 were working in Romance Languages, Physiology, Medieval and Modern European History, Classical Philology, Bacteriology, International Law, and Botany. The number of Belgian Fellows in America has been: beginning in 1920-1921, 24, 25, 36, 31, 32, 35.

PAN-AMERICAN UNION.—*Educational Division.* Young people desiring to study in the United States were furnished with information concerning all types of schools, and in many cases credentials were translated into English and submitted to the appropriate institution, while for some students, fellowships or scholarships were secured. Investigations were conducted on behalf of a few who had been defrauded by unreliable schools in which they had enrolled without having previously investigated their trustworthiness.

American teachers and students utilized the services of the Division of Education to obtain information about individual schools in Latin America, courses of study suitable for foreigners, opportunities for American teachers, scientific and cultural institutions, etc. In response to requests from a number of persons who were writing theses on education in Latin America, a loan collection of documents was started. Articles were published in the *Pan-American Bulletin* on courses of study in South American Universities and on opportunities for summer study of Spanish and Portuguese. Special aids for the teaching of Spanish in the schools were prepared and distributed. With the help of a number of distinguished professors, a list of textbooks on Latin American history was prepared and the first steps taken for an important survey of the teaching of this subject in all the higher institutions of the United States.

CHINA INSTITUTE IN AMERICA.—The China Foundation for the promotion of education and culture has organized the China Institute in America with the following objects:

The dissemination of information concerning Chinese and American education.

The promotion of a closer relationship between Chinese and American educational institutions through the exchange of professors and students.

Assisting Chinese students in America in their educational pursuits, and also helping American students interested in the study of things Chinese.

The stimulation of general interest in America in the study of Chinese culture.

The first objective work of the Institute was the Chinese educational exhibit at the Sesqui-Centennial Exposition at Philadelphia.

The Institute has been of service to a number of Americans visiting China. In the case of certain professors, invitations have been secured for them to lecture in the leading educational institutions of China.

In response to inquiries, the Institute has been supplying information to individuals and institutions concerning educational, political, and economic conditions in China.

The China Institute is prepared to assist the American public to secure American and Chinese speakers competent to discuss the various phases of China's national life.

The officers of the institute in America are Dr. P. W. Kuo, director, and Dr. K. W. Shaw, secretary, 2 West 45th Street, New York City.

WOODROW WILSON PRIZE ESSAY CONTEST.—Announcement is made of an award of \$25,000 to be presented to the young man who has passed his twentieth birthday and has not passed his thirty-fifth birthday, who writes the best essay on the subject—"What Woodrow Wilson Means to Me." The essay is to be strictly confined to an expression of Mr. Wilson's ideals and principles and what they mean to the writer. A similar prize is offered for an essay by a young woman on the same subject.

EDUCATIONAL DISCUSSION

THE RELATION OF THE SENIOR COLLEGE AND THE GRADUATE SCHOOL.¹—My thesis is that in such universities as those which compose this Association the Senior College should be dissociated from the Junior College, and should be associated with the graduate school. I shall endeavor to establish this thesis, and to point out some of its implications.

The reason why we have a four-year college in America today is that the first American institution of higher learning, Harvard, took form in the seventeenth century as a four-year college.²

The reason why Harvard in the seventeenth century took form as a four-year college is presumably that the University of Cambridge in the seventeenth century required a four-year course for the bachelor's degree.³

The reason why the University of Cambridge in the seventeenth century required a four-year course for the bachelor's degree is presumably that the University of Cambridge had always required a four-year course for the bachelor's degree.⁴

The reason why the University of Cambridge originally required a four-year course for the bachelor's degree is presumably that the University of Oxford required a four-year course for the bachelor's degree.⁵

The reason why the University of Oxford originally required a four-year course for the bachelor's degree is presumably that the students of the English Nation at the University of Paris followed such a course. A statute of that Nation, adopted in February, 1252, specifies that the candidate for the bachelor's degree

fidem faciet...quod audierit in artibus per quinque annos vel quatuor ad minus.⁶

¹ This paper was presented at the annual meeting of the Association of American Universities held in Chicago in November, 1926. It is to be published also in the *Proceedings and Addresses* of that Association for 1926.

² Benjamin Pierce, *A History of Harvard University*, Cambridge, 1833, Appendix, p. 7, sect. 4; Josiah Quincy, *The History of Harvard University*, Cambridge, 1840, Vol. I, p. 582, "Baccalaureorum praesentatio"; "The Lawes of Harvard Colledge agreed upon by the Overseers, President, and fellows...1655," in *Proceedings of the Massachusetts Historical Society*, XIV (1875-1876), 210-211, paragraphs 5 and 10; C. F. Thwing, *A History of Higher Education in America*, New York, 1906, p. 24.

³ On the four-year requirement at Cambridge see J. B. Mullinger, *Cambridge Characteristics in the Seventeenth Century*, London, 1867, pp. 18-19 and 44-45; also his *The University of Cambridge from the Royal Injunctions of 1535 to the Accession of Charles the First*, Cambridge, 1884, pp. 614, 616, 621. On the influence of the University of Cambridge on Harvard see Pierce, p. 8; Thwing, Chapter I; and Mullinger, *The University of Cambridge*, Vol. III, Cambridge, 1911, Chapter II. It is apparently from Cambridge that Harvard derived the terms "Freshman, Sophomore, Junior Sophister, Senior Sophister;" see Thwing, pp. 42-43; and *A New English Dictionary*, s. vv. "Freshman," "Soph," "Sophister," "Sophomore."

⁴ Mullinger, *The University of Cambridge from the Earliest Times to the Royal Injunctions of 1535*, Cambridge, 1873, pp. 352-353.

⁵ H. Rashdall, *The Universities of Europe in the Middle Ages*, Oxford, 1895, Vol. II, pp. 440, 451-452, 455, 553.

⁶ H. Denifle, *Chartularium Universitatis Parisiensis*, Vol. I, Paris, 1889, p. 228. On the influence of Paris on Oxford see Rashdall, Vol. II, pp. 361-362, 440.

The ultimate reason why we have a four-year college in America today is then presumably that the students of the English Nation at the University of Paris in the thirteenth century followed a course of four years as a minimum for the bachelor's degree.

Naturally, the content of the four-year course has changed completely. The Parisian statute of 1252, already referred to, prescribes the books to be heard during the four-year course. They consist of several of the works of Aristotle, chiefly logical, and works by Boethius, Priscian, Donatus, and Gilbert Porretanus. *The Lawes of Harvard Colledge agreed upon by the Overseers, President, and fellows* in 1655 set forth the curriculum as follows:

In the first year after admission for foure dayes of the week all Students shall be exercised in the Studies of the Greek and Hebrew tongues, onely beginning logick in the morneing towards the latter end of the yeare: unless the Tutor shall see cause by reason of their ripeness in the languages to read logicke sooner. Also they shall spend the second yeare in Logick with the exercise of the former Languages and the third yeare in the principles of Ethicks, and the fourth in metaphisicks and mathematics, still carrying on their former studies of the week for Rethorick, oratory and Divinity.⁷

Yet with all the changes wrought in the curriculum the four-year mould has been kept as sacrosanct.

It would seem to be unworthy of the spirit of modern America longer to be bound by an educational form devised to meet conditions which obtained in Europe in the thirteenth century.

It is of course perfectly true that an ancient form might by a combination of chances remain appropriate under changed conditions. If the four-year college is thus appropriate, well and good. If not, it should be recognized as vestigial, and should in general make way for a more modern type of educational organization.

In point of fact, the four-year college reveals no peculiar adaptation to our present needs. On the contrary, it is betraying more and more clearly the truth that it no longer constitutes a normal educational unit.

The college shows in particular a steadily increasing differentiation between its first and second halves—that is, in Middle Western and Western terms, between the Junior College and the Senior College.

The fundamental basis of this cleavage is the distinction between general education and special education. The first two years are, in general, devoted primarily to the acquisition of an intelligent ac-

⁷ Ed. cit. in n. 2 to p. 1, *loc. cit.*

quaintance with several fields of interest. The last two years are, in general, devoted primarily to the attainment of some degree of mastery in a special field.

The most significant modern development in underclass educational policy is the development of the idea of orientation, whether by special courses⁸ or by advisory control of distribution in the election of ordinary courses.

The most significant modern developments in upperclass education are those which have to do with concentration in a particular field. The prevailing form of such concentration is of course the selection and extensive study of a major subject. In several leading institutions the emphasis upon such concentration is increased by the introduction of a general final examination in the major subject, with or without the provision of tutorial guidance.⁹ The principle of concentration, combined with the principle of differential treatment for the ablest students, has produced the swiftly spreading plan of the Honors Course, with or without the provision of tutorial guidance, and with or without release from some or all of the ordinary quantitative course requirements.¹⁰

Closely related to upperclass concentration is the increasing tendency to treat the last two years of college as being in effect years of professional training—either by filling them largely with pre-professional courses, or by accepting purely professional work in partial fulfilment of the requirements for the bachelor's degree.¹¹

The fundamental difference between the Junior and the Senior Colleges in respect to fields of study is further indicated, in the case of the university, at least, by the fact that the set of courses provided for and taken by upperclassmen is as a whole quite different from the set of courses provided for and taken by underclassmen; and by the related fact that the instructing force for the courses of the first two years is composed very largely of persons who do not give upper-class instruction.

I do not mean to assert that distribution is coterminous with the Sophomore year, or that concentration in its several forms always begins with the third year. Distribution goes on, in diminishing

⁸ Committee G of the American Association of University Professors, "Initiatory Courses for Freshmen," in the *Bulletin* of the Association, VIII (1922), 350-380.

⁹ Committee G, "The Preceptorial or Tutorial System" (report prepared by Professor R. B. Perry), in the *Bulletin*, X (1924), 543-562; and "The General Final Examination in the Major Study" (report prepared by Professor J. S. P. Tatlock), in the same volume, 609-635.

¹⁰ President Aydelotte, *Honors Courses in American Colleges and Universities*, 2nd ed. (= *Bulletin* No. 52 of the National Research Council), Washington, 1925.

¹¹ L. V. Koos, *The Junior-College Movement*, Boston, 1925, pp. 214-222. In some cases such treatment begins in the fourth year.

proportions, in the last two years. But it is true in general practice that the serious business of concentration begins with the Junior year.

Historically, the cleavage in these respects appears to be due to two causes. The steady improvement and the extension of the work of the high schools have gradually relieved the college curriculum of certain materials which formerly belonged therein. It has therefore become possible to finish a general education in a period increasingly less than the full four-year period. The curricular space thus released has been filled, very naturally, by the introduction of more highly specialized studies. The other cause, relating to professional work, is economic. It has been felt that the total expenditure of time requisite for a four-year college course plus a professional course was altogether too costly for the average student, and that it brought him too late into professional activity—hence the pressure toward the shortening of the college course for the student intending to continue in a professional school.

Coincident with the educational cleavage between the Junior and Senior Colleges is a notable cleavage in student maturity. Dean Hawkes says:

As a general thing, about the end of the second year of collegiate residence the maturing process asserts itself in our young men in a manner which must needs be reflected in their education if we are to make that education conform closely to the human problem before us. In my experience there is no question that during the first year or two of college life the students are not able to carry completely their responsibilities. They are boys, not men. I am just as clear that juniors and seniors are much better able to carry their responsibilities, because for the most part they are men rather than boys.¹²

This differentiation is in practice recognized in various matters of administrative regulation. Work in physical culture, for instance, is in most colleges required of underclassmen but not of upperclassmen. To the underclassmen the college still seeks to stand *in loco parentis*. To the upperclassmen it stands, at best, *in loco avunculi*.

Coincident with the same cleavage, furthermore, is a change in student personnel, which in the Middle West, at least, appears to be very marked. In the University of Chicago a typical entering class consists of about eight hundred students. Throughout the four years the personnel of the class changes by loss and by accretion. The main loss comes in the Freshman year, and the percentage of

¹² "The Liberal Arts College in the University," in *Amherst Graduates' Quarterly*, XV (1926), 83.

loss diminishes steadily thereafter. But the main accretion comes in the Junior year, when the class receives about six hundred new students. This very large number is of course made up of students who have started elsewhere and transfer to us at that time.

Of the classed students who left the University of Minnesota in 1922-23, 33% were Freshmen and 38% Sophomores; whereas only 19% were Juniors and only 10% Seniors.¹³

Statistics of similar purport, though of different form, for a group of twelve Middle Western and Western universities are given by Professor Koos.¹⁴

Institutional recognition of this line of cleavage is proceeding apace. A formal division between the Junior and Senior Colleges was established before 1900 by the University of California and by the University of Chicago. A similar division has been established within the last ten years by the University of Washington, the University of Minnesota, Leland Stanford University, and the University of Nebraska.

More striking still is the establishment, chiefly in the Middle West and West, of Junior Colleges, either as separate institutions or, more usually, in connection with high schools. They have increased in number from less than ten in 1900 to two hundred and fifty or more at the present time.¹⁵

But the most notable recent institutional recognition of the line of cleavage is the adoption by the Johns Hopkins University and by Leland Stanford University of the policy of dropping the underclass work entirely. The adoption of this policy, even though its fulfillment be deferred, seems to me, by its frank recognition of the actual modern educational situation and by its determination to achieve an appropriate constructive adaptation thereto, to be far and away the most notable step recently taken in the field of higher education in America. Its national significance, however, lies not in its specific proposal of the complete dropping of the Junior College (which is doubtless appropriate locally but would not be universally imitable), but in its emphatic proclamation of the existence of a line of cleavage between the Junior College and the Senior College, and in its assertion that the Senior College should be closely associated with the graduate school.

¹³ *Report of the Surney Commission, VI, Student "Mortality"* (= *Bulletin of the University of Minnesota*, XXVII, No. 8, 1924), Table XXXII.

¹⁴ *The Junior College* (= *Research Publications of the University of Minnesota, Education Series*, No. 5), Minneapolis, 1924, II, 337-341.

¹⁵ *The Junior-College Movement*, Chapter I. Professor Koos writes me, under date of Nov. 10, 1926, that he believes the present number of Junior Colleges to be between 250 and 300.

The dissociation of the lower and upper halves of the four-year college carries with it, in theory, at least, the association of each of the dissociated units with the respective preceding and succeeding institutions—that is, the association of the Junior College with the high school and the association of the Senior College with the graduate school.

The educational program of the high school and the Junior College is ideally continuous. Its common purpose is the imparting of general education. If the two institutions be combined, and only so, it is possible to provide a general education which shall be unified, fairly proportioned, and adequate in extent for the making of an intelligent and responsive member of modern society. In point of fact, the Junior Colleges which now exist outside the universities are in most cases closely associated with high schools.

Just so, the typical fate and opportunity of the Senior College is that indicated by the policy of Johns Hopkins and Leland Stanford—intimate association with the graduate school.

As a matter of fact a close *de facto* relation between the work of the Senior College and the work of the graduate school exists in several, at least, of the universities which are members of this Association. Figures which I have gathered for the University of Chicago show that of 91,000 course-registrations by graduate students in the period 1911–23, 37,000, or about 40%, were in courses designated as primarily Senior College courses. Figures for Harvard for the year 1925–26 show exactly the same relation. Of 2900 registrations by graduate students, 1100, or about 40%, were in courses designated as courses for undergraduates and graduates.¹⁶ The degree of interrelation at the University of Wisconsin is about the same as at Harvard and the University of Chicago. Figures for the University of Minnesota for the present autumn show that of 800 graduate registrations 400 are in Senior College courses. Figures for Yale for the present autumn indicate that the percentage of graduate registrations in upperclass undergraduate courses is about 25. Broadly speaking, it seems to be a fair conclusion that from the point of view of the graduate school the Senior College is an indispensable companion.¹⁷

The separation of the Junior College from the Senior College carries with it the prospect of notable corrective and constructive improve-

¹⁶ This is the group of courses in which the great mass of registration by upperclass undergraduates falls.

¹⁷ For the statistics from Harvard, Wisconsin, Minnesota, and Yale, I am indebted to Deans Moore, Slichter, Ford, and Cross. Dean Woodbridge writes me that at Columbia "the registration of graduate students in undergraduate courses is negligible."

ments for both. Some of these improvements will affect primarily the Junior College; some will affect both Colleges equally, or nearly equally; some will affect primarily the Senior College. But even those which affect primarily the Junior College will obviously rebound to the benefit of the Senior College in so far as they serve to improve the quality of the students who enter the Senior College.

The improvements which will affect primarily the Junior College are discussed in President Harper's memorable address on "The Situation of the Small College,"¹⁸ and in Professor Koos's *The Junior-College Movement*.¹⁹ I shall merely mention a few of them without comment: the development of a continuous and adequate program of general education; the prevention of the present wasteful overlapping of high school and Junior College courses; the development of a regular instructing staff, the main professional interest of whose members shall be in the giving of Junior College instruction; the development of more personal relations with the individual student on the part of the instructing staff and the administration; greater opportunity for the emergence of individual ability in all phases of student life and work.

I pass on to improvements common to the Junior and Senior Colleges.

So long as the Junior College and the Senior College are immediately directed by a single administration, the purpose of that administration is almost inevitably obscured and divided, and its functioning is almost inevitably complicated and badly balanced. As Dean Johnston said in an address to this Association two years ago:

The burden of administration and educational planning in the four-year college in a large university has become well-nigh intolerable. This burden could be divided and better service secured by creating two organizations to carry on the widely different types of work demanded in the junior and senior colleges.²⁰

Another instance of double benefit from the separation of the Colleges lies in the field of library service. Broadly speaking, the problem of providing books for large elementary courses and for the general reading of immature students is very different indeed from the problem of providing books for mature students working in

¹⁸ In *The Trend in Higher Education*, Chicago, 1905, pp. 349-390.

¹⁹ See especially pp. 313-320.

²⁰ J. B. Johnston, "New Demands for Differential Treatment of Students in the College of Liberal Arts," in *Proceedings and Addresses of the Association of American Universities*, Twenty-sixth Annual Conference, 1924, pp. 83-84. Dean Johnston's address develops in particular the important consideration, not developed in the present paper, of the desirability of the provision of a course terminating with the equivalent of the present Sophomore year for the benefit of those who are not qualified for the pursuit of higher studies.

advanced courses. At the present time both phases of library service are apt to suffer because of interference between the branches of the two-fold function. It seems to me highly probable that separation of the Colleges would be attended by the development of far more highly efficient methods of library service for both younger and older students.

But the fundamental advantage common to the Junior and Senior Colleges which will result from their dissociation is, I think, the termination of a type of community life in which men and women of Senior College age, powers, and influence live in constant association with boys and girls of Freshman-Sophomore age, in a social atmosphere which is essentially Freshman-Sophomore rather than upper-class in character. Entrance into the third year is not now marked by any such change in environment or in occupation as would suggest a change in attitude toward life. Consequently upperclassmen are inclined to spend their mental and physical energies on interests and indulgences which are essentially juvenile, and thus to develop a false sense of values—a sense which is likely to abide with them permanently. Furthermore, since these same upperclassmen are in constant association with, and are very influential upon, Freshmen and Sophomores, they tend authoritatively to impart to them this same false sense of values.

If, on the other hand, students of Freshman-Sophomore status are separated from those of upperclass status, the former will constitute a homogeneous and a frankly and rightly boyish and girlish body; and the latter, brought into conditions and relations worthy of their maturity and associated rather with their intellectual elders than with their intellectual juniors, will be inclined to spend their energies on interests more proper to the life of manhood and womanhood.²¹

The most striking instance of the present falsifying of true collegiate values is afforded by intercollegiate athletics, particularly intercollegiate football. The effective dissociation of the Junior and Senior Colleges will cut this Gordian knot, to the great advantage of both younger and older students. Separate Junior Colleges, with or without related high schools, will doubtless have extramural contests; but such contests will hardly cause—in the newspapers, the alumni, and the community at large—a public overemphasis on football so deplorable as that which now reacts so un-

²¹ Dissociation of the Junior and Senior Colleges will presumably mean for fraternities the substitution of graduate for Junior College members.

desirably upon the undergraduate body. We may fairly assume that combined Senior Colleges and graduate schools will not engage to any considerable extent in extramural athletic competition. Senior College students will certainly gain greatly in intellectual and moral poise through the rebalancing of life made possible by emergence from the atmosphere of intercollegiate athletic competition.

I would not for a moment suggest that either Junior or Senior College life should be without athletics. I should on the other hand maintain that freedom from the intercollegiate incubus will make possible a greater and finer development of true athletic sport within the colleges than we have ever seen.

Among the advantages which the dissociation will bring primarily to the Senior College, the most important are those which will result from a more homogeneous and more highly selected student personnel.

If the Junior College offers the possibility of the completion of a general education, then the majority of those students who want only a general education will presumably leave school at the end of the Junior College. This will tend to relieve the Senior College of the presence of many of the men and women who now linger on without specific purpose primarily because the course happens to be a four-year course and because continued membership in the college community is thought to be advantageous from the point of view of future business or social connections. I do not mean to imply that all such men and women are undesirable citizens of the present college community. Many of them are thoroughly loyal to its true interests. Nor do I think that the Senior College should ever exclude well-qualified students who strongly desire a development of their general education still greater than that which the Senior College has afforded; on the contrary, I think that special provision should be made for them in the Senior College. But I do maintain that the intellectual and the general morale of the Senior College will profit by the absence of students who are not held there by a specific educational resolution.

Furthermore, the idea of the separation of the Senior College from the Junior College carries with it the idea of a careful control of admission to the Senior College. The principles of selective admission which we have been working out with reference to promotion from high school to college will and should apply, with due modification, to promotion at this higher stage.

The improvement in personnel thus doubly wrought will in turn make possible higher standards of intellectual achievement and better and more advanced methods of instruction.

In particular, the combination of improved personnel and closer association with the graduate school will make possible the introduction of a spirit of research into Senior College courses in practice as well as in theory.

The students of the Senior College, under the conditions proposed, will be of two types: the majority will be men and women who intend to teach in high school or in college; the minority will be men and women, highly selected, who are held in the Senior College by a strong desire to continue the process of general education. That all such men and women should have the chance to develop whatever spirit of research lies within them is a thesis which needs no arguing before this Association. I reassert it not merely because it is a matter of our common agreement; but in particular because one cannot stress too much the crying need of human society for the participation of as many of its members as possible in the scientific endeavor to cure its grievous ills and to promote its physical and intellectual and social welfare; and because I cannot do less than wish to as many future colleagues and successors as possible the absolute and lasting delight of achievement in research—whether by sudden, though prepared, discovery, or by sheer patient effort.

The union of the Senior College and the graduate school will in particular favor the recognition and the swift advance of the student of exceptional ability.

The greater homogeneity of the Senior College student body and the prevalence therein of those who intend to teach in high school or in college will facilitate their special preparation for the work of teaching. And there should result therefrom an end, or at least a diminution, of the placement in high school or college of novices who have departmental training, but have little or no knowledge of the problem of teaching as such, and little or no conception of the field of education as a whole.

The graduate school itself stands to gain, through taking unto itself the Senior College, in at least four ways.

In the first place, the improvements already noted as specific to the Junior and Senior Colleges will redound to the benefit of the graduate school through the provision of students equipped with

a better education and characterized by better intellectual and general morale.

In the second place, it is altogether likely that a far higher proportion of the students enrolled in the Senior College will continue into the graduate level of education than is now the case. At the present time the proportion of students in the universities who go on from the Senior College to the graduate school is in general altogether too low. The four institutions for which I have exact figures are the University of Chicago, Harvard, Yale, and Columbia. In the first two the percentage of students taking the bachelor's degree in a given year who go on to the graduate school appears to be between 7 and 8; in Yale it appears to be about 5. In Columbia the percentage is higher—about 12.²²

In the third place, there should result a clearer vision than is now generally had of the future service of the graduate student as teacher; and this should bring with it a provision on the graduate level, similar to the provision on the Senior College level already referred to, of adequate special preparation for college and university teaching. If there be any one who doubts the need of far-reaching reform in this respect, let him talk to the administrators of separate four-year colleges, or let him read Professor Richardson's reasoned indictment in his *Study of the Liberal College*.²³

In the fourth place, there should result a humanization of the graduate school. If it is true that the colleges suffer today from too much social life, too much extracurricular activity, and too much athletics, it is equally true that the graduate school suffers today from too little social life, too little extracurricular activity, and too little athletics. The idea that a student on receiving a bachelor's degree leaves behind him the need of pleasurable association with his fellows, fondness for dramatic or musical diversion, and zest in outdoor competitive games, is no less than absurd. Loneliness, narrowness of interest, and poor physique are all too often characteristic of the graduate student. The close association of the Senior College and the graduate school should help to establish a proper balance in these respects.

I turn now to certain specific problems of organization.

In universities which are members of this Association, the separation of the Junior College from the Senior College may mean either

²² These figures, furnished by officers of the four institutions, do not include students entering the professional schools.

²³ (A report to the President of Dartmouth College) Hanover, 1924, Chapter XXXIII.

one of two things: the entire abandonment of the Junior College, as is proposed at Johns Hopkins and at Leland Stanford, or the maintenance of a Junior College separated from the rest of the university, at least in regard to administration. The choice between these alternatives will naturally be determined by local conditions. There is much to be said for the maintenance by a university of a Junior College which may properly serve as a model for the Junior Colleges of the surrounding territory, and as a Junior College for students whose local schools afford no adequate Junior College training.²⁴

If a Junior College is retained, its separate administration will involve at the least the appointment of a special dean or equivalent officer, with such assistants as may be necessary, and the existence of a faculty organized as an independent body. It should also involve the existence of a faculty actually distinct, in large part or wholly, from the rest of the university faculty; and, as corollary thereto, the use of a separate budget for Junior College instruction. Preferably, the separation should further involve the physical removal of the Junior College from the main campus of the university.

Whether the Junior College be abandoned or maintained, the adoption of the policy of separation, since it involves approval of the general development of local Junior Colleges, places upon the university a special responsibility with regard to local Junior Colleges. The type is new, and it needs and merits both guidance and encouragement. The university in a sense will be throwing back upon local institutions the education of a large class of students for which in the past it has itself made provision; and it can hardly do this without a continued concern for their welfare. Moreover, the existence of strong local Junior Colleges means the existence of strong local feeders for the Senior College of the university. The university, therefore, has every reason to watch with ready interest the development of Junior Colleges within the territory from which its students come, and to respond gladly to their requests for help and counsel.

With regard to the organization of the combined Senior College and graduate school, there is doubtless room for local variation. The simplest plan would seem to be the complete merging of the Senior College in the graduate school, without retention of any sep-

²⁴ It may be noted that a university considering the complete dropping of the Junior College might well perhaps in certain cases approach that action through the administrative detachment of the Junior College as an intermediate stage. Any university maintaining a high school would presumably extend that school to include Junior College work; but this extension would properly serve only those students who have come up through the university high school.

arate administrative direction. On this basis, each student would register in a particular department—as is now done in the graduate school—and would work under the direction of that department. This does not mean that all of his work would be done in that department, but it does mean that the portion of his work done elsewhere would be definitely related to that done in his major department.

A large and important exceptional case will be afforded by those students who remain in the Senior College in order to continue the process of general education. Presumably such students might best be assigned, for purposes of guidance and registration, to a special dean on the staff of the dean of the graduate school.

In the more typical case of a student registering in a particular department, that department, receiving at the Senior College level a student who has really had in the Junior College a well-rounded general education, and having the complete direction of his work from that time on, will presumably be able to bring him to the point of practical mastery of the field in two years—or two years and part of a third—to bring him, that is, to the point of deserving a master's degree at an age nearly or quite a year less than that at which the degree is now typically taken.

Students will, of course, be admitted into such a school not only at its lowest point, but at any higher level for which previous training in another institution may have qualified them.

The union of Senior College and graduate school will facilitate the proper treatment of such students as now enter our graduate schools without adequate preliminary training in their chosen fields; for the individual departments, without any relaxation of positive requirements for the higher degrees, will be in a better position than at present to insist that the student repair his deficiencies under departmental control.

Under these circumstances, I see no general reason for the maintenance of any line of demarcation between the Senior College and the graduate school.

The deletion of this line would presumably mean either the abandonment of the bachelor's degree, or its award at the end of the Junior College.²⁵ It would seem fit that some sign of completion should be given at the end of the normal course of general education; the choice

²⁵ A third possibility would be its award at a specified stage of achievement to the minority group of students who are continuing work in general education. It would seem more logical, however, in the reorganized graduate school, to use the master's degree for this purpose also.

would seem to be between a new degree and the bachelor's degree; the bachelor's degree has signified historically the completion of a general education; it would therefore seem on the whole appropriate that the bachelor's degree should be given at the end of the Junior College. But the main point to be made with regard to degrees is this: that since the degree is in any case a symbol, and only a symbol, no considerations arising from concern for the degree as such should be allowed to interfere with a fundamentally desirable educational reorganization.

I advocate, therefore, the following processes of university reorganization, on the underlying assumption that the curricula of high school and Junior College are to be so adjusted as together to afford an adequate general education:

1. The dissociation of the Junior College from the Senior College in respect to administration, faculty, and budget, and preferably in respect to physical location—or, if local conditions warrant, the entire abandonment of the Junior College.

2. The association of the Senior College with the graduate school, involving the careful selective admission of students to the combined school, and involving typically the complete merging of the Senior College in the graduate school.³⁶

If this reorganization takes place in the universities, what will become of the separate four-year colleges? The answer is essentially that given years ago by President Harper. There will always be room, so far as we can see, for a certain number of strong four-year colleges, which, however, should devote themselves to the giving of an extended general education rather than to the imitation of the costly specialized work proper to the universities. The weakest four-year colleges will presumably disappear. The majority, lying between the extremes of strength and weakness, will certainly serve the country best by the adoption of the status of Junior Colleges—a status which they are already approaching, in many cases, through transfer of their students to universities half way through the course, a status which they could in most cases assume with a great gain in educational strength and a great decrease in expense.

But the initiative in the reorganization rests inevitably with the universities which are members of this Association. They, and they alone, can carry it through in terms of a readjustment

³⁶ A logical concomitant of the reorganization here proposed is that professional study should begin immediately after completion of the work of the Junior College. This condition is already approached in many cases. Its adoption would, of course, bring a desirable shortening of the total period of preparation.

among units of an existing organization. They, and they alone, can carry it through without the slightest loss of prestige. And I believe with a profound conviction that their general adoption of such a program will mark a direly needed and an epoch-making advance in the progress of American higher education.

ERNEST H. WILKINS.

HIGHER DEGREES.—The *University Bulletin* of November, 1926, has as a supplement a report on "Higher Degrees" adopted by the Council of the British Association of University Teachers, and reading in part as follows: "The present position is due partly to the increase in modern times in the number of our universities and partly to the introduction of new degrees. The latter may be illustrated by the case of the degree of Ph.D. The proposal, which led to the institution of this degree in 1918, originated in the third Conference of Canadian Universities in 1916 and the representations made therefrom to the British universities. At that time in most of the home universities the only higher degree open to graduates of universities outside the United Kingdom was that of Master, and the new doctorate was instituted to meet the special requirements of such overseas graduates. It appears that, in many cases, the regulations for the D.Litt. and the D.Sc. have not been revised since the new degree was instituted, with the result that at present there exist certain anomalies which it would be desirable to remove." An extended tabular appendix shows for sixteen universities, thirty-five different degrees, the previous degree requirements, minimum interval between the degrees, and research or other requirements.

SCIENTIFIC PROGRESS IN EDUCATION IN THE LAST FIFTY YEARS.—"The great maxim of modern reform in education is the activity of the pupil instead of the didactics of the teacher. There are but two methods of instruction: as regards the pupil, the active and the passive; as regards the teacher, the method of demonstration and the method of suggestion. The active method has been most completely adopted in the kindergarten occupations, in manual training, in the laboratory, and in research in the university. The teacher suggests; the pupils act.

"In its old form the democratic ideal in education rested on the

childlike assumption that all men are equal. The higher modern form of the ideal rests on the psychological fact of profound individual differences. The ideal democratic group today is one where each member of the group has the opportunity to become superior in something according to his special ability, and where the leader does not dominate the group but merely coordinates the different superior abilities for the common group welfare; or, to put it more simply, in the words attributed to the great Pasteur, a group where each has opportunity for initiative for the public welfare—not a theoretical vagary, but illustrated in the amateur game of baseball on a million playgrounds.

"While today the literary pastime of many social and political writers seems to be to show the failure of democracy in politics and society, to speak of the failure of this higher form of democratic ideal in education is absurd; for this ideal we have never really tried. Distinct advance, however, is shown in educational doctrine here because this newer democratic ideal rests on a sound psychological basis and presents an inspiring ideal both for the schools and for society.

"The story of educational immunities is a long one presenting the sinister side of education, to which we seldom give much attention. Beginning with the exemption of the clergy from trial by the civil courts, it developed into the absurd privilege of the so-called 'Benefit of Clergy' culminating in the grotesque enactment extending this privilege to steal, or commit murder with impunity, to all who were able to read; persisting in some states in this country, even into recent years; and surviving everywhere in the privileges granted to those who have certain artificial badges of conventional education. It represents in its refined and standardized modern form the prevailing aim and incentive to education. To be more concrete, as regards the more respectable manifestations of this tendency, even those who prize education for its own sake will tell you they are forced to claim the rights and credits in order to gain opportunity to study and to teach. Today, for example, as in the Middle Ages, a higher education grants certain privileges. In many cases, especially in the teaching profession, these have a definite money value. In many cities, for example, a public school teacher who has an academic degree receives on that account a higher salary. In many colleges one is seldom appointed upon the faculty who does not have the Ph.D. degree; and the candidates for these higher degrees esteem them for their money value.

"In contrast with this, in certain forms of learning a few recognize distinctly the autotelic character of education, for example, in art for the sake of art, and in general education when sought for its own value. The wholesome stimulus from the purity of this ideal is needed; the lack of this has sometimes brought the school-master's calling into contempt.

"Strangely enough, that some things are worth while for their own sakes seems seldom understood. Even the supreme goods of life, happiness, health, righteousness, are looked upon as valuable for some extrinsic end. Hence didactic leaders often deem even these in need of their personal care; some feel that they must make religion attractive, some think they should make education interesting, some must adorn beauty itself; but autotelic goods are attractive in themselves, thus it is only necessary to show what education really is, it needs not our own puny efforts to make it attractive.

"Fifty years ago this autotelic aim of education had scarcely been mentioned, except by Emerson. It was a vagary of philosophers. Everywhere education was extolled because of the advantages it ensured. Today the ideal of education for its own sake has been made plain by Dewey and others; and in practice it is made clear by the few who prize educational opportunities more than salary and emolument. The best universities have begun to foster this by their emphasis now placed on higher education and research apart from utilitarian and material value.

"Today, fortunately, most colleges and universities perhaps have washed their diplomas free from all formal traces of immunity stain; but there remain more or less in conflict, on the one hand the ideal of accomplishment, on the other the objective of credits and degrees. Any institution that desires to be truly educational will strive to minimize as much as possible all immunity incentives and to multiply and increase as much as possible all opportunities for real scholarly and scientific achievement."

W. H. BURNHAM, in *School and Society*, No. 625.

FREE SPEECH IN UNIVERSITIES.¹—"The question of free speech in universities has come up many times of late years. It is worth while to attempt to determine the principles on which one should act. In the case of an employer and employee the question is

¹An address at the Cornell Alumni Corporation Convention, Philadelphia, November, 1926.

settled. An employee who should express opinions regarding the credit of his employer, for example, would properly be dismissed immediately.

"A lawyer must represent not merely the interests of his clients, but the views that his clients think are his interests. In the case of a preacher the principle is much the same provided a man expects to remain. No Roman Catholic priest, for example, would expect to represent Protestant doctrines. Protestants are expected to be more liberal in their views, but even among them, while a Baptist might not be expected to look upon baptism as a saving ordinance, he would be expected to teach that the proper method of baptism was by immersion.

"A university, however, has no doctrine to teach. The special purpose of the university is to investigate what is true in any special field; not to teach the truth as the professor sees it, certainly not as the Board of Trustees sees it, but rather open-mindedly to investigate what the truth is. It is a special gift of a great teacher to open the mind of the pupil, to give to him independence of spirit and sound judgment. When the boy becomes a man and goes out into life, he must see a great variety of problems as they come to him. He has only the principles on which he can work out those problems. An engineer has, for example, a new problem with each new bridge that he builds.

"A teacher can give this spirit of independent judgment only by having it himself, only by being able to see all sides of the truth and to give each side a fair hearing. This becomes a matter of personal habit and of personal temperament. Bishop Spalding once said very wisely, 'The only true teaching is that which comes from the touch of soul with soul.' No narrow-minded partisan can ever become a great teacher. It is, of course, one's duty always to serve society, but one can serve society best by the inculcation of a tolerant spirit.

"The president and the professors are supposed to represent the university, but they represent the university as an institution that seeks the truth, not as an institution that speaks any one view as representing the truth. The teacher may, if the students wish, after they have learned to think, tell what his own personal views are; but the real function of the university is to build a love for the truth and to teach the students to seek the truth independently and fearlessly.

"The chief trouble ordinarily is that persons tell the truth at the wrong time to the wrong people and in a tactless way, showing not proper self-restraint but lack of good sense and good judgment. Persons who tell the truth in this way may wisely be removed from the university, not for incompetency in their special subject, but for lack of good judgment to such a degree that young people ought not to be subjected to their influence. The chief essential of the good teacher is personality, and the life blood of this personality must be freedom, with no restraints save those that are wisely self-imposed."

JEREMIAH W. JENKS, *New York University Alumnus.*

HIGHER LEARNING AND THE NEW RÉGIME IN SPAIN.—"Looking back upon a brilliant and enviable history, the Spanish universities seem to have survived all recent political storms. To be sure, there are still numerous alarming and ominous disturbances; yet higher learning in Spain appears well on the way to fairer times. It is true that there are no longer *thirty* universities as in the medieval age. But in a land of twenty-two million inhabitants even eleven universities are not entirely inadequate. Of these the University of Madrid holds the center of the academic stage. Salamanca and Valladolid, both founded in the thirteenth century and famed throughout Europe, still exist. Seville, Granada, Oviedo, Santiago, Saragossa, Barcelona, Valencia, and Murcia are the remaining centers of higher learning.

"Since 1919, the Spanish universities, with the exception of young Murcia, have begun to enjoy a large measure of freedom. Virtually possessing the right of self-government, the university now chooses its own chief executive and the various deans for a period of five years. Formerly all such powers were reserved by the government itself.

"Full professors are considered state employees and receive their salary directly from the government. Assistant professors, on the other hand, are paid by the university itself. Insignificant as this latter fact may appear to be, it is nevertheless of salient importance, since by it the university is enabled to create new chairs and thus offset any political influence which the state might seek to exert. Even to a greater extent than in the United States, university education in Spain is becoming increasingly difficult to finance. Notoriously inadequate, the remuneration of a Spanish university instructor is a bare pittance. Compared with his Spanish confrère,

the underpaid American college professor looms up as a man in affluent and luxurious ease. As a matter of fact, were it not for his textbooks, a Spanish instructor would have almost no academic income. True it is, of course, that the university requires very little teaching on the part of an instructor in Spain—rarely demanding more than three hours a week. For the rest of the week, however, the average instructor is forced to seek outside employment or face starvation. Those instructors, fortunate enough to be specialists in law, medicine or pure science, ordinarily have little difficulty in keeping the wolf from the door. Others, however (and especially the philosophers), do not always fare so well. Many university instructors do full-time work as high-school principals. Some even teach as high-school instructors. Countless others hold responsible positions in banks, exchanges, mortgage and insurance houses. Especially attractive to university teachers is the situation of legal counselor to some powerful corporation. So eagerly are these lucrative positions sought that many a doctor of philosophy continues his studies for the doctor of laws. Naturally, this struggle for existence is a serious detriment to scientific research. Yet, it is quite astonishing to find that outside of a few really financially independent instructors there are so many young Spaniards eagerly and enthusiastically devoting their time and energy to the propagation of science.

"The American observer in Spain can hardly fail to be impressed by the university's unhampered freedom of study and teaching. A Scopes trial in Spain would hardly be possible. The university's academic independence is guaranteed by law every since 1881 and no government—however reactionary—has ever dared to interfere. In a land where the clerical party plays a very weighty rôle such a policy is noteworthy.

"Not yet declared useless and impractical, the classics are still firmly intrenched in the university curriculum. Unlike our American colleges, the study of modern foreign languages and literature has made very little headway in Spanish universities. Neither French nor German nor English can be studied there...

"It is true of course that the fight between the classicists and the moderns has only begun. The younger and more progressive element among Spanish professors are striving in every way to eradicate the conservatives. For the moment, however, academic reaction has the upper hand...

"Epitomizing what has been set forth we note that Spanish universities have been little influenced by the reactionary attitude of the dictatorship. On the contrary, they have passed from hibernation over the frontier to busy activity so that today their scope and influence are ever widening. Spanish learning, reminiscent of its glorious past, is looking to the future. Its star is unquestionably one that is rising."

ADOLPH E. MEYER, in *School and Society*, No. 620.

THE DISAPPEARING PERSONAL TOUCH IN COLLEGES.—"*The Attitude of the College or University toward Its Students*. . . In the early days of college or university education in this country there was both in material and methods a far greater degree of simplicity than at present exists. There existed between faculty and student a sort of mutual understanding based on the joint efforts of teachers who used personal approach as their major pedagogical method and a youth that had time enough between amusements to allow deliberate thought and a considerable degree of poise and dignity to make its use natural.

"Today in the midst of a noisy and commercialized civilization the colleges and universities find themselves in the position of a beleaguered city against the defenses of which hordes of immature high-school boys and girls are hurled with something of the carelessness of disaster that marked the charge of the Light Brigade. . .

"We might pick at random an example from the Middle West to show how welcome there the invader is within the walls:

"Upon entering each student is *assigned* to a member of the Faculty, who acts as his adviser. Each semester the student is *required* to consult his adviser concerning the choice of his studies, and the adviser *must* give his *approval* before the student is *permitted* to enter classes. It is the *duty* of the adviser to guide the students under his care in all matters concerning their university courses; to see that all *rules* relating to *required* or elective studies, promotion, and graduation are *strictly* complied with." (*Italics mine.*)

"Surely the words 'assigned,' 'required,' 'must,' 'approval,' 'permitted,' 'duty,' 'rules,' and the phrase 'strictly complied with' can penetrate thick armor.

"What a foundation upon which to erect a shining temple of mutual respect and friendship? It would be a magician indeed who could fuse the cold inert mass of impersonal metal contained in that statement. . .

"There is another 'point of contact' between faculty or executive and students where sparks are apt to fly. This is in the consideration of intercollegiate athletics, and especially football. In this case the sources of material for citation are legion. A somewhat helpful and recent compilation of a number of them is afforded by a 'Report by Committee G, The Committee on Methods of Increasing the Intellectual Interests and Raising the Intellectual Standards of Undergraduates, appointed by the American Association of University Professors.' The report begins by a bibliography which contains titles sure to bring cheer upon cheer from hosts of American undergraduates. Among those most appealing to youth are: 'Discussion of Overdoing Athletics,' 'Domination of Athletics,' 'An Indictment of Intercollegiate Athletics,' 'Football—the Frankenstein (*sic*) of Athletics,' 'Athletics' Growing Evil,' and 'This Football Madness.'

"One needs to read only a few paragraphs of the report to be assured that it is written from a biased point of view. It is one more document calculated to widen the already serious breach between faculty and student. Its recommendations are essentially *restrictive*. To some of us it seems that the *unfitness* of the restrictive method as a corrective to the overemphasis (where such exists) placed on non-academic interests has been proved again and again.

"Why is it not possible to obtain advice which aims to attract, not to drive, students to their studies? It seems to me that much of the trouble is due to educators who are giving their best efforts to shorten the youth period and to hurry students through it just as fast as possible to a well-behaved, efficient, completely trained maturity. This is, of course, entirely contrary to both ordinary human nature and common sense. It is the prolongation and, if possible, the perpetuation of youth, its *growth*, not its *limitation* and differentiation, which should be and must be sought.

"Scholastic achievement must be made a part of youth, not youth a part of a set system of scholastic achievement. This change in emphasis seems to be one of the most important matters which we must face at once. The need for it stands out like a beacon light from all the examples of statements of policy given above. . .

"The Dissatisfaction of Students with the Present Methods of Discipline and Instruction . . . Without taking time to enter into the de-

tails of the various criticisms offered from numerous sources, I do not think that it is an exaggeration to say that the ordinary type of instruction in the American college is not at all respected and is very little feared intellectually by the average college student who does his best to get only as much of it as will enable him to 'get by' to his degree. . .

"To change a 'state of instinctive thought' is not easy. It has been attempted in several human institutions, as, for example, in the establishment of monogamy, with fair success. It must now be tried without fear or favor in our colleges. We are faced with the long overdue necessity of understanding and working with our students as they exist.

"We shall have to descend from the pedestal and prepare to meet them as they are—not as an atmosphere of cloistered academic calm would like to have them.

"Is It Kindness to Admit to College Those Whose Fitness Is Doubtful? . . . In a day when our chief social advance over the past appears to be an increased group consciousness, it is clearly being unfaithful to our duty to ignore in our selection of candidates for admission the potential value of the student as an asset to his fellowman. Students desiring to enter college with selfish or self-centered purposes or with only a feeling of individual rights and privileges should certainly be viewed with as much distrust as those conditioned in plane geometry. It is strange to notice how little has been done to develop this side of admission requirements during decades of polishing the academic details until they deserve poetic treatment by Gilbert and Sullivan. . .

"It may be definitely stated, I think, that it is *not* kind to admit immature, frivolous, or narrowly selfish boys or girls to college today. It is not even *democratic* to do so. This follows if we assume that in a democracy the admission of common obligations lies at the bases of progress.

"To assure ourselves, in so far as we can, that the boy or girl desiring a college education, largely at public expense, is able to show at least the fundamentals of a democratic social personality is our clear duty.

"The Relation of Religion to Education among College Students. The conditions making easy a personal relationship between the individual student and the faculty no longer survive. So true

is this that several college 'generations' of students have come and gone under a very impersonal type of contact. . .

"As has been pointed out, he is clearly ill at ease and he does not respect the rigid disciplinary method of approach nor the determined efforts of the faculty to 'shorten' his period of youth. He recognizes that few vital elements remain in the well-organized and methodical system of courses, hours, credits, units, points, and grades. He uses—or rather is used by—the system under protest. It is the only kind of college there is and it is the custom, and so he goes to it.

"What he feels about his education is, I believe, also very largely true of his attitude toward denominational Christianity. Various articles have been written and many sermons preached on the godless nature of our present-day college students. Nothing seems to me to be farther from the truth. To be sure, they recognize and comment unfavorably on certain phases of our interpretation of Christianity—they decline to participate to anything resembling a general degree in organized worship. These signs are tremendously disturbing to many of the older generation. . .

"Many of our students feel that religion should be the crowning and most natural relationship into which man can enter. They therefore do not sympathize with the obvious zeal shown by various Christian denominations to enroll individuals as members before they have reached an age where they are capable of forming independent individual judgments based on rational processes. To pledge small children as life members while they still are so young that their repetition of their beliefs and unbeliefs is largely, if not entirely, mechanical seems to the college student of today to be closely related to the educational process which requires conformation with the existing system and is not very much interested in building up individual thought. . .

"If we are to save our college students for participation in any confessed form of Christianity, it seems certain that we must recognize their rather extensive non-participation in denominational worship. We must follow this up by realizing that they feel the need of some more general and liberal form of approach to Christianity than is usually provided. Once these things are done, one is in a fair way to move rapidly along the channel of thought which the students themselves are following. . ."

CLARENCE C. LITTLE, in *Scribner's Magazine*, November, 1926.

THE TASK OF THE GRADUATE SCHOOL OF EDUCATION.¹ . . . "At my first Faculty meeting, Professor Palmer informed me that those who teach education in Harvard University must expect 'to bear the onus of their subject!'

"That my subject bore an onus was of course no news to me; but I had enough experience to keep me from believing that the Faculty could be moved to adverse judgment or inimical legislation by unfounded prejudice, and faith enough in my subject to be sure that it would win at last its proper place in the academic sun. And indeed it has had every chance. . .

"And it would come with a bad grace from any member of the Faculty of Education if he should complain of the fortunes of his field of work when his Faculty has grown from two in 1906 to 33 in 1926. Education is not without honor, even in academic circles; and we bear in mind, as much for warning as encouragement, a whimsical comment by Judd—the Judd of our hosts, the University of Chicago—who said to us when we were made a graduate faculty, 'At last education has put on a dress-suit!' . . .

"It is not our sole and sufficient function to add to the equipment of an academic specialist what he needs to know about 'methods of teaching.' That, to be sure, is a task of interest and importance and I have a certain proposal to make in that connection; but first I should like to make clear that our undertaking is in the main a different and a broader thing.

"Our students are prospective directors of educational policy, chiefly for the schools and especially for the public schools. They may be superintendents of schools for cities or for states, or principals of schools, or supervisors, or specialists of one sort or another, or leading teachers in a given field, or teachers of teachers. In any case they must know education. We must look upon them first of all as students of education. They are not, in our view, primarily students of subjects, who come to us to learn the art of teaching; nor specialists in some phase of school management, who come to us for the latest devices; they are seeking a comprehensive grasp of the entire educational enterprise—its foundations in human nature and in social organization, its institutional problems, its aims, its means, the methods of research by which it must advance, and its relations. Our task is therefore clear. . .

¹ Address at a luncheon of former students of the Harvard Graduate School of Arts and Sciences and the Harvard Graduate School of Education, at the Quadrangle Club, Chicago.

"There is a direct and simple service we might somehow help to render for the graduate schools of arts and sciences if a way can be found to perform it. We might contribute to a seminary in teaching for prospective college teachers.

"Doctors in every field, including education, ought to have at least the chance to secure an introduction to the problems of college teaching and perhaps an apprenticeship under direction. Some get it now, in one way or another, but many learn their art only by trial and error or not at all. A cooperative effort to deal with the principles and problems of teaching in the university might give new distinction to the institution that should first establish it. Suppose Harvard could say of every doctorate candidate that his skill as a teacher has been tested and developed and approved in some such way—would it not add a new value to the higher Harvard degrees? At least it would go far to meet a charge too often laid against the Ph.D. . .

"The work should be frankly practical, without being either narrow or superficial, and I incline to think it should be conducted largely by means of the discussion of problems and the criticism of projects or exercises. In any case, this proposal seems to me worth considering. . .

"A seminary in teaching, for men who are getting their final degrees at Harvard, might even be organized on departmental lines—decentralized, at least in part; and if it should appear that common action is undesirable, at any rate in the beginning, the school of education would be content to stay at home, regretting only the lack of systematic effort and direct financial backing such a policy would entail. Whatever the outcome may be, I submit that the study of teaching by prospective college teachers is a phase of their preparation that has been too long neglected."

H. W. HOLMES, in *Harvard Alumni Bulletin*, Vol. XXIX, No. 3.

RESEARCH AS IT IS TODAY.¹—... "Research, like many other human activities, has undergone some change in our modern world. It is no more the occupation of a few lonesome people. It is unceasingly going on in numberless institutes and laboratories, and its results fill a formidable array of periodicals. . . But evidently all kinds of research do not stand on the same level. A great many

¹ Address delivered at the fiftieth anniversary celebration of the Johns Hopkins University, October 22, 1926.

laboratories are appropriated for the advancement of what the Germans call *die Technik*, that is to say, the most satisfactory combination attainable of practical aims and scientific means. Our arts and manufactures are continually confronted with many problems which are amenable to this research, some of a very wide range, others more or less narrow. . .

"Such researches make life easier and more bearable for all. They often succeed in allaying the pains of those who suffer, and occasionally defeat 'immature death,' which the Latin poet Lucretius bewailed, thinking that it was not ever possible to beat it back. It sometimes happens that they lead to capital discoveries. Yet it must be admitted that what they aim at, and often achieve, is an extension rather of our power than of our knowledge. They do not very often open new vistas for science. They do not help very much to make us better acquainted with the secrets of nature and the intricacies of phenomena.

"To investigate the latter is the exclusive object of still another kind of research, which tends to pure science. Its only aim is the discovery of truth, without any reference to actual needs. Its problems are not propounded to or thrust upon it by practical necessities. They emerge from the present state of the sciences at every moment. Each new discovery is but a stepping-stone to higher questions; for what pure science endeavors to gratify is an unquenchable thirst for more knowledge. This pursuit of scientific truth for the sake of truth itself, and nothing else, may be called the highest form of research. It is research *par excellence*. Historically, it was the origin and the real nerve of all other kinds of scientific research. It gave them their life and nourishment. Failing this genuine craving for truth, failing pure theoretical research, all applied sciences would be doomed to deteriorate and perhaps sooner or later to end in mere empiricism. . .

"Every man in the country can appreciate the benefit of the wireless, the airplane, and so many astounding inventions—incredible wonders for our parents, commonplaces for our children. But how few can perceive that the recent discoveries pertaining to relativity, atoms, radio-activity, and so on are more momentous and of wider consequences. Yet nothing is more true, and perhaps it is not untimely that public opinion should be reminded of it. . .

"All our engineering, all the huge mass of our multifarious industries has its root in the disinterested and purely theoretical

research of a few men of science in a petty corner of the west, some twenty-four centuries ago. To their more practical contemporaries, very likely, they cut the figure of dreamers, queer and harmless people, idly poring over meaningless lines and figures. Thus history warns us against the temptation and danger of rating the rank and value of the various kinds of research according to their immediate and apparent usefulness. Ought even utility to be our standard at all? Aristotle thought that metaphysics was the most beautiful of sciences, because the most useless. Had he known of our pure mathematics, physics, chemistry, and the rest of our theoretical sciences, he would not have debarred them of a similar praise. Disinterested pursuit of truth, untiring struggle with the mysteries of nature are the lasting honor and dignity of our species. To give them up, even if they were practically useless, would be tantamount to losing what in us is pre-eminently human.

"But indeed pure science, far from being useless, is generally sure to become, in the long run, the most useful of all. When an invention, either big or small, comes forth, we may, without much difficulty, calculate what is to be gained by it. But when new laws of phenomena are disclosed, when, for instance, radium is discovered, who can guess at once the far-reaching consequences, and what other discoveries may follow, adding unexpected provinces to our empire over nature? The potential utilities of disinterested research are unbounded and at first unmeasured. Therefore, though the most abstruse and theoretical science looks sterile, it is not. Likewise, snow-clad peaks and lofty ranges seem to be barrenness itself. Yet therefrom mighty rivers take their rise, and to their waters the rich lowlands partly owe their fertility.

"So it was an unerring instinct, or, better said, a far-reaching insight, which led the Johns Hopkins to assign to itself as its goal research under its various forms, and more especially pure science."

L. LÉVY-BRUHL, University of Paris, in *Science*, No. 1664.

GAMBLING AND THE EDUCATIONAL PROCESS.—... "The results of gambling as students practice it should be estimated with reference to the aim of education. Nothing less than the development of competent, intelligent, dependable men, who shall enjoy the best satisfactions of life and lead others into the same joy, can be accepted as a sufficient aim of education. This requires knowledge and the ideals that are created therefrom; motives and habits, without

which intelligence is a wholly worthless claim. The student may not be expected to enter college with this aim fully declared in his own mind, or purposely chosen as a standard of conduct; but even at the beginning, and certainly as life acquires a meaning in the process of a college course, he should not be expected to throw aside all common sense and make it impossible for education to accomplish its purpose in him.

"It is just ordinary common sense to perceive that the whole trend of intelligence is to reduce, not increase, the amount of luck or chance in human life, not to mention trickery and deceit. A man does not need to wait until after graduation to understand that the difference between him and a brute is his ability to subdue the unknown factors of life to the rule of reason. Just to the extent that he is willing to sum up all the unknown under the term 'luck' and take a blind chance on it, he is tagging himself an unintelligent creature. He denies his own difference to an animal when he deliberately introduces the element of chance into his conduct, for there is nothing rational in such an act. Gambling, with its invitation to 'try your luck' is the direct antithesis of intelligence.

"If it is objected that life ought to be allowed its opportunity for a shrewd guess, and for the thrill of a plunge into the unknown, it is sufficient to remark that the only kind of guessing a wise man indulges in is that which has a rational foundation of fact to spring from; and the only satisfactory thrill is that which results from the application of intelligence. The other kind of guessing is manipulated by the 'wise guy' to catch the 'boob.' The thrill in such a case comes to the same old crowd; Barnum said something about how many were born that way.

"Money, time, and influence are the elements of opportunity in character-making. There is no gambling without money or what money represents and without consuming time and wasting influence.

"*Time and Money.*—The one honest way of spending money is by the principle of 'value received.' The business and legal world has long since settled that side of the question. A promise to pay or a suit in court to collect a debt has no standing in the absence of a proven motive and intention to give and receive equitable values. Deep in the conscience of men is the conviction that money is a trust, and that its possession and enjoyment can be justified only through the motive and purpose to perpetuate the common good. . .

Said Horace Greeley: 'It is a most unhappy day for a young man when he first suspects that he can get a dollar without squarely earning it.' Equally unfortunate is it for him to suspect that he can lose a dollar without proving his unworthiness to be trusted. . .

" 'What puzzles me,' says a recent magazine writer, 'is that men who have spare time do so many foolish things with it.' Loafing may not be a foolish use of time; it may give a man a full breath of life with nothing to worry over, and send him back to his work with quickened energies.

"Gambling is an entirely different matter. It fills the brain with hunches, superstitions, tricks, and parasitic motives, and flushes the spirit with impulses that are despised everywhere else in the world except in the kind of things gamblers do. It does not produce anything society holds valuable, it does not conserve values, nor transmit them to anyone else; it merely eats up values, including these intangible assets called inborn capacities and social opportunities to bring them out. Time, like money, is a trust. . .

"*What Difference?*—The attitude of mind cultivated in gambling easily transfers to other phases of student life, and shows itself in 'riding' recitations, 'cribbing' examinations, 'stringing' the professor, and other forms of indoor sport in which an empty mind plays for the rewards of scholarship. All such bluffs and cheats are betting one's low hand against honest work; the hope of gaining the rewards of scholarship without paying for it. Not every one, perhaps it may be said, who gambles also cheats, and not all the cheats in college are otherwise gamblers. But gambling and cheating are both cut from the same fabric, so that if a gambling student does not cheat on class work it is not due to any sense of honor his pastime stimulated in him. He may be held back by a reserve of moral force which his habit is continually undermining. To keep his honor and follow the game, he must work with a divided mind, and the final result will be on the side of his greatest satisfaction. Either his honor will stop his gambling, or his gambling will some day 'scuttle the ship.'"

A. N. TRAWICK, in *The Intercollegian*, December, 1926.

THE STATUS OF FRESHMAN WEEK IN LARGE UNIVERSITIES.—
"In July of this year a short questionnaire was circulated among the hundred colleges and universities showing the highest enrolment,

for the purpose of discovering quickly the status of Freshman Week. Eighty-four blanks have been returned with the desired information more or less completely supplied. For convenience we shall designate the twenty-seven universities that have already had experience with Freshman Week, Group A, and the twenty-one universities that have definitely set a date for the inauguration of Freshman Week we shall designate Group B. The tabulations which follow include the questions and a description of the responses submitted.

(1) *Do you have a freshman week?*

Twenty-seven, or 32 per cent, replied in the affirmative. Thirty-six, or 43 per cent, replied in the negative. Of the latter twenty-two, or 26 per cent of the total, said that they did not have a Freshman Week, and were not considering its inauguration.

(2) *If not, are you considering inaugurating such a practice?*

Twenty-one, or 25 per cent, said definitely that they are going to inaugurate the practice of Freshman Week, and thirteen, or 16 per cent, answered that they are considering the matter.

(3) *What year did you inaugurate the practice?*

In 1922 Freshman Week was inaugurated in one university; in 1923 in three; in 1924 in eight; in 1925 in fifteen; in the fall of 1926 it will be inaugurated in twenty; in 1927 in one definitely and in one probably; in future (as yet not decided) in twelve. These numbers added give a total of sixty-one, or 72 per cent.

(4) *Do you consider it a success?*

Of the twenty-seven that have had experience with Freshman Week twenty-six vouch for its success and one qualifies its reply as follows: "Need more experience to determine whether or not a success. To all appearances it seems desirable and worth while going ahead with."

(5) *What is your main argument for it?*

Group A:

It starts the student right.

Gives freshmen knowledge of the ropes.

So that the new students may become acquainted.

Has value in orienting the new student.

It helps to bridge the gap between high school and college.

Gets sorority rush and physical examination out of the way before classes begin.

Saves some maladjustments and makes men feel they are part of the college.

A chance to get settled before upper classmen arrive, and emphasizes the "University" in their minds.

It acquaints freshmen with university routine and gives them a clearer notion of "what it's all about."

It provides an opportunity of introducing freshmen to university life, with the whole faculty available to help.

It gives a better hold over the freshman class. Helps them get started and creates greater unity both in social and academic life.

The help it gives in placing the freshmen in their work free from influences of upper classmen. They told me how much they appreciated the help.

Freshmen have an opportunity to learn the traditions and program of university. They learn what will be expected of them. They learn to budget their time.

Gives opportunity for the freshmen to learn the primary purpose of college and the ideals of the institution from the college officials rather than from students.

It affords an opportunity to give freshmen certain information that they should have and in addition gives an opportunity to get certain group requirements out of the way.

Provides introduction to college life. Students vote overwhelmingly in favor of it. Starts freshmen with correct ideas of our work. Permits classification of students at start, etc.

Gets preliminary registration, rushing, and examinations out of the way before classes begin. Gives the university information about the student. Teaches the student a little about the university.

Better preparation of new freshmen for their work (library, deans' lectures, etc.); better health due to health lectures; better attitude toward duties of university citizenship (lectures of president, deans of men and women).

Opportunity for administrative officers and members of the faculty to give personal attention to the needs of new students before the rush of "old" students comes.

Opportunity for better attention to students entering college for the first time.

It gives the freshmen a chance to settle down with a minimum

of disturbance, and the faculty a chance to give them the proper amount of attention.

Group B:

Orientation of freshmen.

Purpose of freshman days is to organize these students as a class and acquaint them with the general procedures of college life.

Freshman Week gives freshmen an opportunity for first-hand advice on scholastic matters from members of the faculty rather than from upper classmen.

To orientate members of the class before the actual opening of college, and to give them information about the college that they would probably otherwise not gain.

(6) *What is your main argument against it?*

Group A:

It has no disadvantage. (This opinion comes from several universities.)

No argument against it except additional expense.

Requires more effort on part of faculty. (Some object to this.)

There is difficulty in getting all the freshmen to participate.

Too much information deluges them at once—a little bewildering but better than the old way.

Last year (1925-1926) we had it for all new students. The men's pan-hellenic voted against it because it required all fraternity men to come a week early. The faculty voted to allow freshman week for new women only, in fall of 1926.

Response of students not entirely satisfactory.

There is none. It can do no harm, and may do a great deal of good.

Group B:

(a) Rushing of fraternities.

(b) Amounts to opening of school one week earlier.

(c) Expense in time and money to students and faculty.

From one university that does not have, and does not intend to inaugurate, a Freshman Week comes the following:

We have weekly orientation lectures for freshmen that give them the same material. It is more sound psychologically to aid the freshman while he is in contact with his problems and has learned their import than to attempt to teach him when he has no more than a slight knowledge of what it all means.

(7) *How many days before the registration of the upper classmen do you require the freshmen to report?*

In this tabulation Group A and Group B are combined. Two universities require their freshmen to report one day before the registration of the upper classmen; six require two days; thirteen require three days; eight require four days; six require five days; none requires six days; and four require seven days.

(8) *How many days are devoted to the week?*

Again we have combined Groups A and B. Four universities devote two days; eleven devote three days; eight devote four days; five devote five days; six devote six days; and three devote seven days.

(9) *Do you give lectures to the freshmen during the week?*

Group A:

Twenty-four answered yes.

Group B:

Fourteen answered yes.

(10) *If so, kindly give a few of the topics.*

"College Traditions and College History." (18)

"How to Study." (15)

"The Use of the Library." (13)

"Student Health." (11)

"College Duties and Responsibilities." (9)

"Meaning of Honor among College Students." (8)

"Campus Social Life and Codes." (7)

"Student Activity." (5)

"Military Courses." (5)

"Choosing a College Course—Its Relationship to Life Career."

(4)

"Student Cooperation in College Government." (4)

"How to Budget One's Time." (3)

"Fraternities and Sororities." (3)

"Scholarship and the Love of Learning." (3)

"The Aim of the College." (3)

"The College and Its Relation to the Public." (2)

"Campus Organizations." (2)

"Causes for First Year Failures." (2)

- "The Problems of the Student Who Earns His Way." (1)
 "The College within the University." (1)
 "Academic Standards." (1)
 "Athletics." (1)
 "What the University Comprises." (1)
 "Transition from School to College, and Motivation in College."
 (1)
 "Mental Hygiene." (1)
 "What the Coach Expects from the Freshmen." (1)
 "Comparative Values." (1)
 "The Ideal College Student." (1)
 "Fear of Examinations." (1)
 "The Ideal College Graduate." (1)
 "The Alumnae." (1)
 "Regular Attendance at Classes." (1)
 "Note-taking." (1)
 "The Freshman in College." (1)
 "Choice of Studies for the Freshman Year." (1)

"How to find Your Way around in a Big Lecture Course." (1)
 The number in parentheses indicates how many universities are giving talks on that particular topic. Other activities during the week are: Tour of the grounds, picnic, attendance at a moving picture show, song and cheer practices, field sports, Senior Councilor dinner, an evening of dancing, vesper service on Sunday, address of welcome, vaccination, reception, procession of faculty and students, departmental conferences, question box, luncheon and election of class officers.

(11) *Do you give departmental placement examinations during the week?*

Group A:

Thirteen replied yes, and twelve no.

Group B:

Nine replied yes, and two no.

(12) *If so, in what subjects?*

Combining the two groups we find twenty giving examinations in English, ten in mathematics, four in chemistry, four in French, one in Spanish, two in German, and one in home economics.

- (13) *Do you give psychological tests during the week?*

Group A:

Twenty-one replied yes, and four no.

Group B:

Ten replied yes, and two no.

- (14) *Do you section the students on basis of these examinations and tests?*

Group A:

Five replied yes, ten replied no, three "in English only," one "did in English but not very successfully," two "to some extent."

Group B:

Five replied yes, and seven no.

- (15) *Does the fraternity and sorority rushing period come during the Freshman Week?*

Group A:

Seven answered yes, and fifteen no. From those answering no a few remarks may be quoted:

Fraternities and sororities voluntarily agreed to stay away. It ends before the Freshman Week begins.

The administration requests that it shall not interfere with exercises of freshman days.

We rule against it.

Group B:

Two answered yes, one "Fraternities—yes," and eight no.

"In addition to the information listed above, a number of complete programs were received. These are characterized by careful attention to administrative detail and an attempt to make the whole project attractive to faculty and student-body."

GEORGE D. STODDARD and GUSTAF FREDEN,
in *School and Society*, No. 619.

SOME NOTES ON AMERICAN UNIVERSITIES.—"Someone told me the other day of a young boy who was working his way through college. His job entailed his being on duty at night, every night, for nine hours; in the morning he attended his classes, and in the afternoon he slept. I said, 'I admit that his conduct is heroic. But how does he learn anything that way? He goes to three classes,

you say—that is, does three hours' work a day with a tired brain. What does he know at the end of it all?" The answer was that after four years of attending classes, he would get a degree; and on the strength of that degree, a better job.

"The trouble is that employers have not really accepted the value of knowledge, or of culture, or of anything of that sort; they have simply been jockeyed into accepting the value of a degree. While degrees, and not education, are the aim of a university, men will continue to attend universities under conditions which really make it impossible for them to be educated; and universities whose prosperity depends on people wanting degrees without education will continue to give degrees which, except as a record of assiduity, are worthless. I don't deny that a man can educate himself while working. He can do that as well in a rocking chair as in a classroom; possibly much better. But it won't get him a degree. . .

"I make bold to suggest that the high schools, if taken seriously, are capable of attaining very nearly the standard of many colleges. But while employers are fascinated by a college degree, universities will continue to give, without provocation, degrees of commercial value. A false step must be retraced before higher education becomes, like primary education, free and genuine.

"These high schools, now. Time after time, I am assured by members of faculties that the time and energies of the colleges are largely thrown away by the scandalous inefficiency of the high-school teaching. 'We have to spend two years going over what they're supposed to know when they come here,' said one melancholy Dean. 'It's just bricks without straw,' said another. People are surprised and shocked at our Oxford specialization. 'Don't they give you a general, all-round education?' they say. Why, you have to pass a general all-round examination to get into Oxford at all. You have to show, or to have shown sometime, a good working knowledge of English, French, Latin or Chemistry, Mathematics, and History. If you're not up to standard in these, you can't start. And yet Oxford is said to be easier to enter than are most of the big 'provincial' universities—London, Manchester, Sheffield, and so forth. The public schools and grammar schools (that is, roughly, boarding schools and day schools respectively) are obliged to maintain a standard far above that even expected of the high school."

PATRICK MONKHOUSE, in *The New Student*.

INTELLIGENCE TESTS.—“The real trouble is that the intelligence tests are misnamed. They should be called school adaptability tests. But of what value are school adaptability tests? We are not preparing boys for a life as school pupils. The fact that a boy is best adapted to fit into a school routine does not show that he is just the one who most needs to have the other faculties developed. There are some who use these tests as an indication of which boys are able to profit by special opportunities. But instead they should try to find the boys with an intelligence superior to the test score. These tests may have some value, but looking at them from the outside, it looks to me as though they were more likely to work injury than to accomplish any good purpose.” (*Manufacturer.*)

EXTRACTS FROM ANNUAL REPORT OF TEACHERS COLLEGE.—“Much of the obloquy directed to the teaching profession can easily be traced to the faulty practice of beginners who learn their trade by experimenting upon helpless pupils. Years afterward these same pupils render their judgment of a teacher's worth when they are called upon to vote for a revision of a teachers' salary scale. He is a rare citizen who, remembering the faults of his own teachers can nevertheless give approval to the theory that better pay will bring better teachers, and that better teaching is worth increasingly better support. The inefficient teacher presents the most serious problem in educational administration. The problems of business management of schools and school systems, the provision for buildings and equipment and the securing of financial support are sometimes perplexing, often difficult, but seldom insoluble. Inefficient teachers, however, including all beginners and many who have grown old in the office, present a problem that cannot be resolved into quantitative factors or treated as a business transaction. This dismissal of incompetents gives no assurance that their places can be any better filled. The ordinary turnover due to death and withdrawals subjects every group to the pains of assimilation of newcomers. The best in any group seeks outlets for promotion, the poorest fall by the wayside, those just too good to be dismissed and too poor to find positions elsewhere stay on. This trend to mediocrity confronts every educational institution from the kindergarten to the university. It is the one problem in educational administration that is omnipresent; it is rooted in the weaknesses of human nature, and expands under the complacency of public indifference.

"The leaders in public education the country over are facing this situation with increasing courage. The rank and file of teachers appreciate their needs. The attendance on summer schools is an eloquent tribute to their desire to help themselves. But no amount of formal instruction in normal schools or teachers' colleges can offset the disadvantage under which our profession suffers by not having a period of apprentice training comparable to that which obtains in law, medicine and engineering. As long as young teachers are left to their own devices, so long will bad habits crop up which can never be eradicated by merely being talked about. If a mistake in teaching were regarded as seriously as is an error in a legal brief or in an engineering computation, we should have teachers as careful of their prescriptions as physicians are. The fault is not with the teacher but with the system under which he works. My belief is that in the pedagogical millennium every school and school system will accept one novice for every ten teachers in service. These novices will be given some teaching to do—say, half-time service for half pay—but whatever they do will be done under the eye of a master who will be responsible for the inculcation of right habits. Those who measure up to acceptable standards will be assured of permanent positions; those who fall short will be spared a life of misery in an occupation for which they are not fitted. The result in either case must be to the lasting advantage of the pupils in our schools, and indirectly to the profession as a whole. Nor would I exclude our highest institutions from this privilege. Our colleges and universities suffer as much from professional malnutrition as do our public schools. All alike tend to mediocrity, because there is at present no systematic means of preventing the accession of the unfit, or of developing the powers of those most competent. The excuse generally offered for failure to use such obvious means of betterment is lack of funds. But it would seem to me that no expenditure could be so easily defended, and that no argument would have greater appeal to common sense. The greatest obstacle, I am convinced, lies within the profession itself. It tends to become static because it accepts the dictum that what has been will be, despite the visions of reformers. But once get the vision of a school in which all the teachers are as good as the best are now—an ideal not beyond the range of realization—then reformers look like practical schoolmen. . .

"We must see to it that those who specialize in administration

do not make a fetish of organization and finance and construction and equipment; that principals and supervisors become something more than business managers; that experts in research and in tests and measurements regard themselves as servants in the house rather than as masters of the domain. The more efficient the training of these specialists, the nearer will be the approach to the classroom teacher. The tendency, however, of the specialist in any field is to magnify the subject, to perfect its organization, systematize its content and extend its range. It becomes an end in itself. In a professional school there can be but one end, and that end is defined by the needs of practitioners. Specialization is justified only to the extent that it serves this end."

J. E. RUSSELL.

POLITICS AND STATE UNIVERSITIES.—"The states which have been so unfortunate as to have had political demagogues for governors, who sought to capitalize destructive criticism of their educational institutions in order to promote their own political fortunes, have suffered more than the average person can understand. An educational institution is an intensely human thing. The men who make up the outstanding figures on college faculties may be and often are what we call temperamental; nevertheless, they are among the most useful men in the world. They will not stand nagging, and they will not put up with illegitimate interference with their work; they do not have to. Other institutions, if not industry, are bidding for their services. They go away, and when the executives or governing bodies seek to fill their places, they find that the men they want to get will not even listen to them. To do what the late governor of Kansas attempted to do in that state a few years ago, or what the present governor of Washington is attempting to do in that state, has the same effect on a university as a small-pox sign has on a house. It is a notice to those who value their reputation and their peace and happiness to keep out—and they keep out. One pestiferous narrow-minded politician—it makes precious little difference whether he is honest or dishonest—can do more in a few weeks to ruin the morale and the future of a great educational institution than the most constructive leader can repair in a generation. The only thing to do is to be on guard against this type of people."

The Cedar Rapids (Ia.) Republican.

LOCAL AND CHAPTER NOTES

COLUMBIA UNIVERSITY.—*Survey Courses.* The hopes entertained upon the organization of survey courses in 1919 are approaching realization at Columbia College, according to the annual report of Dean Herbert E. Hawkes. Survey courses have now been definitely adopted at Columbia. The survey method, Dean Hawkes thinks, places the student upon surer ground. Study of the sciences is simplified, and even mathematics, he believes, will be more readily mastered by a new course which "introduces the student gently but firmly to the simpler aspects of the calculus. . . Each department of the university, the work of which begins in the college, for example, fine arts or philosophy, is offering this year a survey or orientation course as an introduction. . . The advantages of this plan seem to outweigh its disadvantages, especially when the courses which follow provide work that satisfies the cravings of the man who has been stimulated by the survey to pursue the subject further.

IOWA STATE COLLEGE.—Announcement has been received of the publication of Volume I, No. 1, of the *Iowa State College Journal of Science*, a quarterly journal of research, published by the Editorial Board of the College: *First*, to furnish a medium for the prompt publication of the results of research. Experience has shown that many of the technical and scientific journals are at present overcrowded, and it is frequently impossible to secure publication of an article for many months or even a year or more after acceptance. *Second*, to give opportunity for the publication of preliminary notes. *Third*, to afford space for the publication of some articles of greater length than can usually be accepted by special journals. *Fourth*, to give a publication channel to such results of workers on the research staffs as are scarcely long enough to warrant publication as separate bulletins. *Fifth*, to provide for the prompt publication of certain of the doctoral dissertations.

MOUNT HOLYOKE.—Vote of trustees: "to adopt the general principles of the sabbatical year leave of absence, to be granted upon recommendation of the department concerned and of the president to members of the Mount Holyoke faculty of the rank of professor, associate professor, assistant professor, who have taught in the college at least six years. It is understood that the greater

part of such a year shall be spent in study—in research, investigation, in writing. Half the annual salary shall be paid those faculty members who are away but half the year. In general the sabbatical year would be granted an individual every seventh year but there can be no guaranty that invariably this will be possible."

COLLEGE OF THE CITY OF NEW YORK.—The local chapter reports an interesting and evidently successful program of luncheon meetings, held monthly for the discussion of a subject announced in advance. Luncheon at 12 M, in a special room, discussion from 12:45 to 2 P.M. was the usual program. The topics for the last season have included: The Problem of a Chinese College Boy; On What Basis Shall We Select Our Entering Students; The Four-Term College Year; Evolution, What It Is and Its Human Interest. The discussion is usually opened by a special speaker, then participated in by many of those present. The meetings have special value because they give an opportunity to discuss with some freedom and fulness topics of immediate educational significance which are no longer taken up in the general faculty meetings. Being less formal, more men are willing to express their views. Another advantage is that speakers from other institutions can be heard—from neighboring colleges and from the public schools, giving us the benefit of a more varied experience.

Many members of the Association value the meetings because the discussions help in formulating an attitude towards some problems of curriculum and administration that come up at faculty meetings. To illustrate: a faculty committee recommended that no students meeting college entrance requirements be admitted who have attained an average in secondary school work of less than 75 per cent. The members of the Association were familiar, through the Chapter discussion, with current practises in admitting students, with the value of intelligence tests as aids in selecting college students, and with related phases of the questions pertaining to admissions. With the background obtained at our meetings the members felt that they were ready to vote on a policy governing admission.

The City College has established for the freshman a course in civilian drill as an elective alternate to military science. For the present term about 150 students have elected this new course. Acting President Robinson has appointed a special committee,

with Dean Redmond as Chairman, to observe and evaluate the two courses.

To help adjust the freshmen to their college work the City College has established a freshman assembly Tuesdays and Thursdays from 9 to 10 A.M. At both meetings college songs are learned. On Tuesdays a short address is given upon some college subject, *e. g.*, use of the library; and then the 600 students meet in a dozen groups of 25 to 40 in different parts of the Great Hall with their faculty advisers, to ask questions or discuss topics connected with their new life. On Thursdays the Student Council have charge of the program, usually having talks by the student leaders in the various clubs, athletics, and other activities. Under previous systems it was seldom that the adviser met his freshmen—by this plan they meet at least once a week.

VASSAR.—*What's in a College Week? School and Society* (No. 625) contains an interesting analysis by R. G. Hutchinson and M. H. Connard of reports of students on distribution of time.

The Vassar Journal of Undergraduate Studies.—Vassar College has taken a very interesting step which may ultimately prove of far-reaching importance. It published in May, 1926, the first issue of *The Vassar Journal of Undergraduate Studies*. The chairman of the faculty Editorial Committee thus states the purpose of the new publication:

"*The Vassar Journal of Undergraduate Studies* was established, definitely as an experiment, in December, 1925. It originated in conviction on the part of President MacCracken and certain members of the Faculty that recent criticisms of college ideals and methods, directed most often at alleged superficiality, and perfunctory attention to a daily routine involving little relation to broader conceptions of scholarship, were on the whole generalizations based upon casual impression rather than valid evidence. The Faculty of Vassar College, therefore, presents the papers included in this issue of the journal as typical material prepared by undergraduates carrying advanced work—in connection, for the most part, with regular courses. They offer, at least, a fair mark at which to aim the slings and arrows of public criticism of college methods today.

"A glance at the contents of the journal will sufficiently reveal the principles that have guided the Committee in its choice of material. An article must either make an original contribution, how-

ever modest, to scholarship; or, for the convenience of the specialist, it must furnish a synthesis, from various and more or less technical sources, of hitherto uncollated material; or it must present, in its dealing with its subject, a new, fresh, and interesting point of view. This three-fold standard seems to us to afford fair scope for the various types of mental activity in evidence upon our campus. We trust, also, that the vote of the Faculty for the publication of the journal will furnish proof to our students of our sincere appreciation of their scholarly ideals and methods as represented in this, its initial issue.

"No comprehensive review of the contents can, of course, be undertaken in the brief space available here. Special attention should, however, be called to the 'Time Survey,' in which, somewhat as at Bryn Mawr, Mt. Holyoke, and the University of Chicago, the 'Student Curriculum Committee' set out to substitute facts for fancies and to find out how students really do spend their time. In this survey, extending over a semester, nearly a half of the college, distributed over all the different classes, cooperated. The average time spent upon 'academics,' classes, and study, was found to be 34 hours and 20 minutes, if the Spring vacation be averaged in. It was found to be generally the case that large lecture classes call forth less work than small discussion classes. Literature courses—perhaps the fact that this is a girls' college has an effect here—required the most work. There was found to be wide variation in the amount of study obtained by different instructors, and instructors apparently did not know when the majority of their students were able to get along with little work. Theoretically all instructors expected about the same amount of preparation, but practically no such result was obtained. Because the best students often required less time to prepare their lessons, little correlation was found between grades and the time spent in study. The students' conclusions in these articles are advanced with unusual caution and objectivity. In general, as may be seen, these conclusions are not notably different from what would naturally be expected. But what an interesting thing to find students actually asking why they study some courses and not others and to find them seeking the answers, not in mere guesswork, but in careful study of collected facts! What if the student should revolt against the faculty for not giving *enough* education and of the highest quality! It would be an interesting sight, though hard on the faculty. Many members

of the faculty, academically interested in teaching students to think, might be quite appalled if they should really begin to do so and to turn their thought upon curricular problems in preference to outside activities. It may come. There are signs of a stirring in the air, and *The Vassar Journal of Undergraduate Studies* is one of these signs. Such a medium of publication for undergraduate articles of high quality might well be offered elsewhere."

GEORGE R. HAVENS, Ohio State University.

WESLEYAN UNIVERSITY.—An intercollegiate parley on American College Education was held December 3, 4, and 5, and included the following addresses: "An Evaluation of American Colleges," W. T. Foster; "What Do Students Really Want," G. A. Coe; "The College Man's Philosophy of Life," B. H. Bode; "What, Then, Shall We Do about It?" B. H. Bode; "Intercollegiate Athletics," E. H. Wilkins; Bishop F. J. McConnell, author "1919 Steel Strike Report," was asked to speak about college education as a humanizing factor in industry; "The Manumitted Student," Robert Frost. Professor Wilkins spoke along the lines of the report of Committee G, and reports a sympathetic response from the undergraduates.

YALE ENDOWMENT.—It is announced that the University is securing an endowment of \$20,000,000 to be devoted exclusively to teaching and research. This will enable Yale to raise salaries of professors to a higher level and in other ways improve the facilities of the University.

"Already the situation at Yale is described as serious, in a campaign statement sent to the thirty thousand alumni of the university. Some teachers have already been lost, coaxed elsewhere by the very important consideration of a salary more in keeping with their needs and their recognized worth. In obtaining new teachers to replace these men, the keen competition of the fast developing, eager universities of the South and West has presented a difficult problem.

"Every teaching department at Yale is suffering for lack of funds, it is said by those in charge of the drive. No single department can at present give instruction commensurate in quality with the ideal for Yale.

"Although conditions vary somewhat in each of these departments the general situation in regard to salaries is illustrated in the state-

ment by the typical department of economics, sociology, and government. The average salary for full-time professors in that department now is \$6500; the average for assistant professors is \$3166, and the average for instructors is \$2100.

"After the endowment drive is done and the twenty million raised, the plans of this department call for increasing salaries until the average of full professors is \$7070, for assistant professors \$3313, and for instructors, \$2270.

"Also there would be new appointments in large numbers to the higher and middle ranks, ending the evil of slow promotions which all too often discourages many fine men during their earlier years of teaching, just as surely as the low pay itself does.

"To raise the salary scale to a point which today is more nearly just, means a minimum increase of \$221,000 a year for salaries and promotions in the twenty-three departments which chiefly serve the undergraduate schools and the graduate school. However, the \$1,000,000 income from the \$20,000,000 fund will not go entirely for payroll purposes. There are other needs which must be taken into consideration.

"These needs fall into three divisions: *one*, cutting down the average size of classes to permit more of the benefits of comparatively individual instruction; *two*, adding new courses; and *three*, the development of the system of special work for the honors students who otherwise are held down to the pace set by the average student in the classes.

"An endowment of half a million dollars is needed, in equal shares, for the department of university health, and for the bureau of appointments, which helps Yale men who need to "work their way through" to find employment and which also acts as a vocational guidance bureau for those graduates who are uncertain of the type of work for which they are best fitted.

"Endowment of \$3,500,000 is desired for the new University Library which will be, on its completion in 1928, the largest and most complete university library, with 1,500,000 volumes, and seating accommodations for two thousand students.

"Those in charge of Yale's endowment drive repeatedly urge the importance of providing for general educational resources, saying that it is the fact that people do not realize the urgency of such needs as clearly as they realize the need for a new dormitory or library, which is responsible for Yale's difficulty in the past in fi-

nancing her intellectual development. The endowment fund alone can restore the balance between intellectual and physical resources."

REPORT OF GRADUATE SCHOOL.—"There is the mind that finds main satisfaction in the acquisition of knowledge with some play of the imagination over it for new interpretations. Either from inability or indisposition such a mind adds little or nothing to what is already known. As a student of this temper may make an excellent teacher up to a certain point, he is recognized as a valuable educational asset in the two years' training provided for him in the studies of the M.A. and M.S. degree. It is a mistake for him to try to meet the research requirements for the Ph.D. degree. If he does not fail in the effort, he is in danger of losing his elasticity of spirit and of becoming a poor teacher as well as a poor investigator. Often possessing a facile pen, he is the man who in after years amuses the public with a burlesque account of graduate students solemnly engaged upon trivial problems devoid of all human interest.

"The other type of mind is as eager in the pursuit of existing knowledge, but it is unable to stop there; it must go on in an attempt to explain something that was unknown before. Though in many instances the discoveries are bound to be of slight significance, it is this cast of mind to which all learning owes its advancement. A man whose intellectual vigor thus carries him to the utmost bounds of his subject makes the very best teacher, provided he has the tact and temper requisite for the profession. Without these he is a misfit and should find his place in research, pure and simple, for there are now larger opportunities than ever before."

W. L. CROSS, *School and Society*, No. 624.

MEMBERSHIP

MEMBERS ELECTED

The Committee on Admissions announces the election of sixty-nine members, as follows:

Baker University, W. H. Garrett, H. W. Guest, F. E. Marsh, M. K. Thomson, W. J. Williams; **Bucknell University**, S. C. Ogburn, Jr., F. A. Sprague; **University of Buffalo**, M. K. Buckley, L. G. Hector; **University of California, Southern Branch**, G. S. Watkins; **University of Cincinnati**, C. A. Garabedian; **University of Colorado**, E. I. Fjeld; **Cornell College**, M. E. Hutchinson, F. D. Merritt, R. A. Nelson; **Cornell University**, H. A. Wichelns; **Dakota Wesleyan University**, J. E. Bathurst; **Davidson College**, T. W. Lingle; **University of Denver**, J. H. Cover; **Hamline University**, J. M. Rysgaard, W. H. Taylor; **University of Iowa**, Jacob Van der Zee; **University of Maryland**, W. S. Small, A. E. Zucker; **Mount Holyoke College**, Cornelia G. Coulter, James Muilenburg; **University of New Hampshire**, G. N. Bauer, A. G. Ekdahl, Carrie A. Lyford, R. W. Manton, J. H. Marceau, W. C. O'Kane, R. E. Patridge, S. R. Shimer, P. H. Shramm, John S. Walsh, K. W. Woodward; **New York University**, C. E. Benson; **New York State College for Teachers**, Charlotte Loeb; **University of North Carolina**, H. D. Learned, George McKie; **University of North Dakota**, A. W. Gauger; **Purdue University**, F. J. Allen; **South Dakota State College**, R. E. Post; **Syracuse University**, J. H. Hanger, Lawrence Pasel; **Union College**, J. S. Green, Jr., H. A. Larrabee, H. K. Svenson; **Vassar College**, Laura E. Hill, Elizabeth Tappan, Frances E. Willis, Edith S. Woodruff; **Virginia Polytechnic Institute**, R. B. H. Begg, W. A. Brumfield, W. T. Ellis, Harry Gudheim; **Washington and Jefferson College**, W. R. Macleod, A. H. Wright; **Wesleyan University**, Alexander Cowrie, F. C. Dougherty, S. H. Hill, D. W. Lash, H. G. McCurdy, J. F. Martin, R. M. Smith; **Whitman College**, L. C. Humphrey, M. C. Jacobs; **University of Wyoming**, C. F. Barr.

NOMINATIONS FOR MEMBERSHIP

The following thirty-four nominations are printed as provided under Article IV of the Constitution. Objection to any nominee may be addressed to the Secretary, H. W. Tyler, Cambridge, Mass., or to the Chairman of the Committee on Admissions¹ and will be considered by the Committee if received before April 10, 1927.

The Committee on Admissions consists of F. A. Saunders (Harvard), *Chairman*, W. C. Allee (Chicago), Florence Bascom (Bryn Mawr), A. L. Bouton (New York), J. Q. Dealey (Brown), E. C. Hinsdale (Mt. Holyoke), A. L. Keith (South Dakota), G. H. Marx (Stanford).

Lucius A. Bigelow (Chemistry), Brown
T. H. Bissonnette (Biology), Trinity
Charles F. Brooks (Geography), Clark
Daniel B. Carroll (Political Science), Vermont
Jessie D. Crawford (Christian Education), Denison
Frances B. Cressey (Latin), Denison
J. W. W. Daniel (History and Economics), Wesleyan
L. L. Dantzler (English), Kentucky
James E. Donahue (Mathematics), Vermont
Mary E. Downey (Library), Denison
John H. Gerould (Biology), Dartmouth
Clayton M. Hall (Classics), Rutgers
W. F. Hamilton (Physiology), Louisville
Clarence F. Jones (Geography), Clark
Harvey Jordan (Biology), Vermont
S. A. Leonard (English), Wisconsin
Edward Y. Lindsay (Latin), Lehigh
Homer P. Little (Geology), Clark
Myron J. Luch (English), Lehigh
Horace F. Major (Horticulture), Missouri
Harry E. Miller (Economics), Brown
Shirley P. Miller (Anatomy), Minnesota
John P. Nafe (Psychology), Clark
David Potter (Biology), Clark
Edgar H. Riley (English), Lehigh
James L. Sellers (History), Wisconsin
Harold J. Sheridan (Religious Education), Ohio Wesleyan

¹ Nominations should in all cases be presented through the Secretary, H. W. Tyler, 222 Charles River Road, Cambridge, Mass.